

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

84.282M CSP Grants for Replication and Expansion

CFDA # 84.282M

PR/Award # U282M110013

Grants.gov Tracking#: GRANT10944960

OMB No. , Expiration Date:

Closing Date: Aug 11, 2011

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: 08/11/2011	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Uncommon Schools"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="311488698"/>	* c. Organizational DUNS: <input type="text" value="0102674160000"/>	
d. Address:		
* Street1: <input type="text" value="826 Broadway 9th FL"/>	Street2: <input type="text"/>	
* City: <input type="text" value="New York"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="NY: New York"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="10003-4826"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Carolyn"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Hack"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Chief Finance Officer"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="2128447905"/>	Fax Number: <input type="text" value="2125984076"/>	
* Email: <input type="text" value="chack@uncommonschoools.org"/>		

Application for Federal Assistance SF-424*** 9. Type of Applicant 1: Select Applicant Type:**

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:****11. Catalog of Federal Domestic Assistance Number:**

CFDA Title:

*** 12. Funding Opportunity Number:**

* Title:

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):*** 15. Descriptive Title of Applicant's Project:**

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424	
16. Congressional Districts Of:	
* a. Applicant	NY-021
b. Program/Project	NJ-013
Attach an additional list of Program/Project Congressional Districts if needed.	
Attachment18CongrDistList.pdf	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
17. Proposed Project:	
* a. Start Date:	09/01/2011
* b. End Date:	06/30/2016
18. Estimated Funding (\$):	
* a. Federal	4,265,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	4,265,000.00
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on	
<input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If "Yes", provide explanation and attach	
	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)	
<input checked="" type="checkbox"/> ** I AGREE	
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.	
Authorized Representative:	
Prefix:	* First Name: Evan
Middle Name:	
* Last Name:	Rudall
Suffix:	
* Title:	Chief Executive Officer
* Telephone Number:	212-844-3584
Fax Number:	
* Email:	erudall@uncommonschoools.org
* Signature of Authorized Representative:	Carolyn Hack
* Date Signed:	08/11/2011

Uncommon Schools Attachment 4:Uncommon Schools Project Plan

Strategy	Activity	Milestone	Timeline	Owner
GOAL 1: Replicate Uncommon’s Elementary and Middle school models into 9 additional schools, serving a total of 3,200 additional Educationally Disadvantaged Students in Newark and Boston.				
<u>Strategy 1.1:</u> Hire and systematically train school leadership through year-long Fellowship and intensive coaching during scale up years.	Activity 1.1.1: New Leaders participate in year-long Fellowship Program.	Fellows are selected at year in advance, participate in Fellowship Program, and achieve placement as school leaders at new schools.	One year in advance of opening of school	Network Managing Director (MD) / Network COO
	Activity 1.1.2: New leaders receive intensive MD/Associate MD and Network COO coaching.	Weekly Leadership Meetings with MD, Associate MDs, Network COOs.	Each week during Years 1 -2	Network Managing Director (MD) / Network COO
<u>Strategy 1.2:</u> Equip the new schools with the resources necessary to run the highest performing program.	Activity 1.2.1: Schools purchase enhanced classroom technology, and instructional materials that support rigorous academic program.	Approved annual budget and Purchasing Plan developed by Operational Leaders.	June 1 of Year 0	Network COO
	Activity 1.2.2: Schools contract with enhanced student assessment service provider to implement nationally normed tests, and externally scored writing prompts.	Signed contracts by Operational Leaders.	July 1 of Year 0	Network COO
<u>Strategy 1.3:</u> Provide A+ Uncommon Home Office support of schools in the start up and scale up of schools.	Activity 1.3.1: Home Office continues to increase capacity through targeted staffing and infrastructure investments.	Updated Home Office staffing plan and approved annual budget.	June 1 of each year	CFO
	Activity 1.3.2: Home Office continues to deliver A+ services to schools, and constantly improves these services through school and board evaluations.	Semi-annual school surveys, annual board surveys are completed and reviewed. Appropriate service improvements are made within 6 months.	January and June of each year	COO

Strategy	Activity	Milestone	Timeline	Owner
GOAL2: Reach or exceed the following student achievement goals:				
<ol style="list-style-type: none"> 1. For students enrolled at the schools for 2 or more years, at least 90% students score Proficient or Advanced on State exams. 2. 90% of all 12th grade students will graduate from High School 3. 90% of graduating students will enroll in a 2-4 year college 4. 75% of HS graduates will remain enrolled in college or will have graduated from college 				
Strategy 2.1: Implement Uncommon's Managing Director Dashboard to closely monitor leading indicators of student achievement.	Activity 2.1.1: Instructional Leaders implement systems of curriculum planning to ensure that classroom instruction is aligned to State Standards and is the highest quality through lesson planning rubric and submission deadlines.	Instructional leader develops lesson planning templates and process outline for teachers, and associated training.	August 1	Managing Director
	Activity 2.1.2: Instructional Leaders implement system of "Observation and Feedback" to develop teachers quickly and systematically through Observation and Feedback Tracker.	Instructional leader develops weekly schedule and corresponding teacher observation and feedback schedule. Managing Director reviews "Tracker"	Schedule: Quarterly Review of Tracker: Weekly	Managing Director
	Activity 2.1.3: School leaders implement "Data Driven Instruction" to continually assess student progress towards State Standards through interim assessments.	Instructional leader plans DDI training, and leads DDI meetings every 6 weeks after students take interim assessments.	Training plan: by August 1 DDI meetings: Every six weeks.	Managing Director
	Activity 2.1.4: School leaders carefully monitor student culture to ensure an environments of high academic and behavioral standards flourishes at the school through School Culture Rubric.	Instructional leader and Managing Director complete "School Culture Rubric" quarterly and review in weekly meetings.	Quarterly	Managing Director
	Activity 2.1.5: School leaders carefully monitor staff culture to ensure that teachers remain motivated, committed and focused on student achievement through Staff Culture Tracker and Staff Survey.	Instructional leader and Managing Director complete "Staff Culture Tracker" quarterly and review in weekly meetings. In depth Staff Survey is administered and reviewed in December/January.	Tracker: Quarterly Survey: December/January	Managing Director
	Activity 2.1.6: School leaders systematically identify and develop future leaders through stretch assignments and one-on-one coaching on leadership and management skills.	Instructional leaders select "future leaders" and ask for their participation in the FL Program. Instructional leader and Managing director monitor future leader's progress semi-annually.	Identification: August 1 Review: October/April	Managing Director
	Activity 2.1.7: Managing Directors address all areas of concern with School Leaders at weekly leadership meetings. Action planning and follow-up is developed and monitored until growth area is no longer a concern.	Managing Director Dashboard is published quarterly. Weekly meetings prior are used to address any "yellow" or "red" areas on the dashboard.	Quarterly	Managing Director
Strategy 2.2: Develop and implement targeted professional development rooted in the practices of our highest performing schools.	Activity 2.2.1: Staff engages in an intensive 3-week Summer Orientation that focuses on the key instructional, operational and cultural systems of Uncommon school model.	Instructional leader develops Summer Orientation agenda and content. Managing Director reviews plans and gives feedback. Adjustments are made.	August 1	Managing Director
	Activity 2.2.2: Teachers engage in additional training during the year that targets concrete instructional skills used in high performing classrooms (ex Taxonomy workshops, Master Teacher Retreats, Leadership Retreats)	Instructional leaders identify teachers to attend other retreats and trainings throughout the year.	Periodically	Managing Director

Uncommon Schools Attachment 4:Uncommon Schools Project Plan

<p><u>Strategy 2.3:</u> Implement Uncommon School Inspection protocol at schools (incl. Inspection Protocol Manual)</p>	<p>Activity 2.3.1: School leaders prepare "Pre-Inspection Information" and circulate it to Visit Team 14 days in advance of the Inspection.</p>	<p>Uncommon Schools develops Annual Inspection calendar. School leaders receive protocol in advance.</p>	<p>14 days before Visit</p>	<p>Managing Director</p>
	<p>Activity 2.3.2: Visit Team collects data during the course of the full school day, and provides verbal feedback to the MD and the school leadership team that same day.</p>	<p>Team follows protocol.</p>	<p>Visit Day</p>	<p>Managing Director</p>
	<p>Activity 2.2.3: Visit Team selects two items to drill down on with the inspection team to generate potential solutions and strategies.</p>	<p>Team follows protocol.</p>	<p>Visit Day</p>	<p>Managing Director</p>
	<p>Activity 2.2.4: Managing Director, Network COO and school leaders create actionable Workplan to address the "Big Rocks" identified as identified by Visit Team</p>	<p>Workplan is developed</p>	<p>Within 2 weeks of Visit</p>	<p>Managing Director</p>
	<p>Activity 2.2.5: Managing Director ensures implementation of Workplan through systematic follow up and feedback.</p>	<p>MD follows up in weekly leadership meetings</p>	<p>Weekly</p>	<p>Managing Director</p>

Uncommon Schools Attachment 4:Uncommon Schools Project Plan

Strategy	Activity	Milestone	Timeline	Owner
GOAL 3: Continue to build replicable systems				
Strategy 3.1: Refine and implement organizational Balanced Scorecard to track key performance indicators .	Activity 3.1.1: Managing Directors continue development of refined set of Instructional Leadership Pillars.	Additional training sessions are developed based in Annual PD Content Development plan. Plan is overseen by Director of Organizational Learning.	Annually with specific deadlines	Managing Director
	Activity 3.1.2: Managing Directors continue development of an Instructional Leadership Guide that captures these Pillars on paper.	Additional training sessions are developed based in Annual PD Content Development plan. Plan is overseen by Director of Organizational Learning.	Annually with specific deadlines	Managing Director
	Activity 3.1.3: Managing Directors continue development of refined tools that support these Pillars.	Additional training sessions are developed based in Annual PD Content Development plan. Plan is overseen by Director of Organizational Learning.	Annually with specific deadlines	Managing Director

Uncommon Schools

EXCELLENCE NORTH ★ STAR COLLEGIATE TRUE NORTH PREPARATORY

CSP Application Program/Project Congressional Districts

NY-021

NY-028

NJ-013

NJ-010

MA-008

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

* Name of Institution/Organization

Uncommon Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	208,400.00	208,400.00	208,400.00		104,200.00	729,400.00
2. Fringe Benefits	41,600.00	41,600.00	41,600.00		20,800.00	145,600.00
3. Travel	2,000.00	8,000.00	10,000.00	8,000.00	4,000.00	32,000.00
4. Equipment						
5. Supplies	148,000.00	592,000.00	765,000.00	807,000.00	486,000.00	2,798,000.00
6. Contractual						
7. Construction						
8. Other	30,000.00	120,000.00	150,000.00	160,000.00	100,000.00	560,000.00
9. Total Direct Costs (lines 1-8)	430,000.00	970,000.00	1,175,000.00	975,000.00	715,000.00	4,265,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	430,000.00	970,000.00	1,175,000.00	975,000.00	715,000.00	4,265,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

* Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

* Approving Federal agency: ED Other (please specify):

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?

<p>* Name of Institution/Organization</p> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> Uncommon Schools </div>	<p>Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.</p>
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Carolyn Hack</p>	<p>* TITLE</p> <p>Chief Executive Officer</p>
<p>* APPLICANT ORGANIZATION</p> <p>Uncommon Schools</p>	<p>* DATE SUBMITTED</p> <p>08/11/2011</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text" value="4,265,000.00"/>
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

Attachment15GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Statement**United States Department of Education's General Education Provisions Act**

In compliance with the US Department of Education's requirement grant awards. Uncommon Schools is providing this statement in reference their Charter School Replication and Expansion Proposal. Uncommon Schools (Uncommon) will ensure equitable access to students and families.

Specifically, Uncommon Schools will take the following measures to ensure equity in participation:

1. Uncommon will meet ADA requirements for access to classrooms school buildings.
2. All teachers and consultants will reflect diversity in age, race, and gender.
3. Uncommon will apply the highest standards of equity in hiring practices related to the grant and encourage application of minority candidates for available positions.
4. Uncommon will provide brochures and other print media in Spanish or other languages to meet the needs of families.
5. Uncommon will provide IDEA-approved or recommended hardware, software, and assistive technology to support mathematics achievement among students with learning disabilities.
6. Uncommon will utilize local churches to disseminate information about the schools encouraging participation by all.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Uncommon Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	* First Name: Evan Middle Name:
* Last Name: Rudall	Suffix:
* Title: Chief Executive Officer	
* SIGNATURE: Carolyn Hack	* DATE: 08/11/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:
 Street2:
 * City:
 County:
 * State:
 * Zip Code:
 * Country:

* Phone Number (give area code) Fax Number (give area code)

Email Address:

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

UNCOMMON SCHOOLS ABSTRACT

Uncommon Schools (Uncommon) is a nonprofit organization that starts and manages outstanding urban charter public schools that close the achievement gap and prepare low-income students to enter, succeed in, and graduate from college. Uncommon builds uncommonly great schools by developing and managing regional networks that are philosophically aligned and highly accountable. In addition to opening and managing high-performing schools, Uncommon is also committed to expanding its social impact by sharing best practices and advocating for policy changes that provide educational options to under-served families.

Uncommon currently manages 28 schools in New York City; Rochester, New York; Troy, New York; Newark, New Jersey; and Boston, Massachusetts. This fall the organization will serve 6,000 students across its current geographies. After several years of building a strong group of talented leaders and teachers, as well as proven, replicable systems, Uncommon is in the midst of an ambitious growth plan to ultimately encompass 44 schools, preparing 16,000 K to 12th grade students for college.

The shared mission of each Uncommon school is to prepare students to graduate from college by creating a rigorous, joyful school culture in which transformative college-prep opportunities are made available to low-income children. Uncommon has achieved outstanding academic results based on nationally-normed tests, statewide exams, and graduation milestones. Schools consistently outperform neighborhood schools, rank at the top of their cities, and are among their states' top-performing urban schools. In addition to academic results, Uncommon tracks the effectiveness of its instructional programs, management services, and operational practices in order to disseminate the systems that work best to schools outside of the Uncommon network. The most frequently cited example of this is the *Taxonomy of Effective Teaching Practices (Taxonomy)*, a collection of 49 techniques high-performing teachers use to drive student achievement. To date Uncommon has shared the *Taxonomy* with over 5,400 internal and external teachers and leaders with an estimated benefit to over 300,000 students across the country. Uncommon Schools expects to systemize and disseminate additional tools and practices in an effort to influence and catalyze student achievement in schools across the country.

The focus of the following grant is a request for CSP funding to fuel the growth of Uncommon Schools in Newark, New Jersey, and Boston, Massachusetts, specifically. Uncommon's strong track record, talented leadership, and replicable systems uniquely position the organization for federal CSP funding. Although all Uncommon schools will be sustainable on the public dollar at full enrollment, supplemental public funding and private philanthropy is necessary in the start-up years during which the per pupil cost of running a school is higher due to many up-front expenses and initial low levels of enrollment. State laws in New Jersey do not permit an existing charter to apply for additional CSP grants when opening new, distinct schools; Massachusetts did not receive a CSP funding award in the most recent round of allocation decisions. Due to the unavailability of state funding, federal support of Uncommon's North Star network in Newark, New Jersey, and Preparatory network in Boston, Massachusetts, would guarantee that over 3,200 additional low-income students in these cities have the opportunity for a high-quality education and the preparation necessary to succeed in and graduate from college. Uncommon respectfully requests \$4.256 million in federal CSP funding to support the growth of nine new schools in Uncommon's North Star and Preparatory networks.

For questions relating to this grant request, please contact:

Carolyn Hack

Chief Financial Officer,

Uncommon Schools

c/o RHF, 826 Broadway, 9th Floor

New York, NY 10003

Cell: (847) 420-6148; chack@uncommonschoools.org

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

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New York, NY 10003

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UNCOMMON MISSION AND HISTORY

Uncommon Schools (Uncommon) is a nonprofit organization that starts and manages outstanding urban charter public schools that close the achievement gap and prepare low-income students to enter, succeed in, and graduate from college. Playing on Horace Mann’s notion of the “common school” and born of the fact that too many of today’s educational institutions steer toward mediocrity, Uncommon was founded to create more “uncommon schools” – uncommonly good, extraordinary, autonomous, and distinctive. In addition to opening and managing high-performing schools, Uncommon is also committed to expanding its social impact by sharing best practices and advocating for policy changes that provide high quality educational options to under-served families.

Uncommon Schools first supported the creation of North Star Academy Charter School of Newark, (North Star) which opened in 1997 and has since emerged as one of the most celebrated charter public schools in the nation. In 2005, Uncommon formalized its mission as a charter management organization, bringing together talented leaders of high-performing charter schools to run networks of schools in each of its five regions. In the fall of 2011, after a period of robust growth, the organization will add four new schools to its portfolio, in total operating 28 schools serving over 6,000 students across New York City; Rochester, New York; Troy, New York; Newark, New Jersey; and Boston, Massachusetts. As indicated in the graphic below, Uncommon Schools will ultimately grow to encompass 44 schools serving 16,000 students across six networks:

Newark, NJ	New York City		Upstate New York	Boston, MA
NORTH STAR	EXCELLENCE	COLLEGIATE	LEADERSHIP	TRUE NORTH
Downtown MS Grades 5-8	Excellence Boys ES Grades K-4	Williamsburg Collegiate Grades 5-8	Leadership Prep Bed Stuy ES Grades K-4	Rochester Prep MS Grades 5-8
High School Grades 9-12	Excellence Boys MS Grades 5-8	Kings Collegiate Grades 5-8	Leadership Prep Bed Stuy MS Grades 5-8	Troy Prep MS Grades 5-8
Clinton Hill MS Grades 5-8	Excellence Girls ES Grades K-4	Bed Stuy Collegiate Grades 5-8	Leadership Prep Brownsville ES Grades K-4	Rochester Prep ES Grades K-4
Vailsburg ES Grades K-4	Excellence Girls MS Grades 5-8	Brownsville Collegiate Grades 5-8	Leadership Prep Brownsville MS Grades 5-8	Troy Prep ES Grades K-4
Vailsburg MS Grades 5-8		Uncommon Charter HS Grades 9-12	Leadership Prep Ocean Hill ES Grades K-4	Rochester Prep MS #2 Grades 5-8
West Side Park ES Grades K-4		Ocean Hill Collegiate Grades 5-8	Leadership Prep Ocean Hill MS Grades 5-8	Rochester Prep ES #2 Grades K-4
Fairmont ES Grades K-4		Brooklyn East Collegiate Grades 5-8	Leadership Prep #4 ES Grades K-4	
MS #4 Grades 5-8		Uncommon Charter HS #2 Grades 9-12	Leadership Prep #4 MS Grades 5-8	
MS #5 ES #5 Grades 5-8 Grades K-4				
MS #6 ES #6 Grades 5-8 Grades K-4				
ES #4 High School #2 Grades K-4 Grades 9-12				

UNCOMMON STUDENTS

Serving a high-need student population

Uncommon is dedicated to serving students with the highest need. On average, Uncommon’s schools serve student bodies that are 99% students of color and 75% low-income. Uncommon is also dedicated to students with special needs, serving over 11% students with individual education plans (IEPs) and providing services to those without IEPs who require special assistance to remain at grade level. Understanding that all students require time in the classroom to adequately prepare for college, Uncommon's schools on average maintain a 96% attendance rate. Retention statistics similarly show families’ commitment to the school, of the 6% of students across all grades who were retained in the 2009-10 school year, 72% chose to re-enroll, sometimes foregoing automatic grade promotion at a district school. Most notable, however, is the demand for Uncommon’s schools; the organization received applications from 5,200 distinct students for the 2011-12 school year, with the average applicant applying to more than three of Uncommon's schools for a total of 18,600 applications. Uncommon believes this demand demonstrates not only families’ desire for high-quality schools for their children, but also the attractiveness of schools across the network. As the organization continues to grow, Uncommon aims to meet the needs of families in the geographies it

serves. Not only is Uncommon well-positioned to serve more students from low-income families, but also believes it has a moral and social obligation to do so.

Uncommon Schools is dedicated to fulfilling its commitment to reaching a greater percentage of the highest need students. Therefore, Uncommon's schools purposefully conduct targeted student recruitment campaigns by partnering with local community organizations that provide services to low-income families. Community leaders host information sessions to parents, reach out during community meetings, and provide flyers to individuals. Uncommon has also conducted a media campaign that included public transportation advertising, magazine advertisements in local educational directories, and direct mailings to households of limited income. For the first time in 2011-12, Uncommon provided families with the option of applying online in addition to the traditional paper option, and encouraged families to utilize the newly-established common application that allows families to apply to more than one school through the same application. Through these outreach tools, Uncommon has identified targeted ways to encourage students from the highest-need families to apply.

Serving communities in need

By any measure, the urban education crisis in this country is cause for alarm. Statistics reveal 50% of students drop out of high school in the country's largest urban districts. As disturbing, only 8% of the country's lowest income students graduate from college, compared to 82% of their highest-income peers.¹

In the communities in which Uncommon operates, the need for high performing schools that prepare students to be college and career-ready is ever-present. Uncommon believes it does not have to be this way. Below are details on the specific Uncommon geographies for which CSP funding is requested in this proposal:

¹ Source: *Postsecondary Education Opportunity*, "Bachelor's Degree Attainment by Age 24 by Family Income, Quartiles" 1970 to 2009. <http://www.postsecondary.org/>

Newark

Newark is home to over 70,000 children under the age of 18. Over one third of these children live in poverty² --three times the New Jersey average and nearly twice the national average³--placing Newark among the poorest cities in America by this measure. Further, only 12% of adults in Newark have a college degree; 36% of adults never finished high school. In the last two years, New Jersey has identified 65 public and charter schools statewide as persistently lowest-achieving; 17 of these schools are located in Newark.

For far too many of Newark's children, public education has failed to deliver on its promise of economic and social advancement. Of every 100 9th graders who enter Newark Public Schools, only 50 will complete high school, 25 will enroll in college, and, by the district's own estimates, only 5 will graduate from college.⁴ Persistent failure has affected the city's Black and Latino students disproportionately; Newark's racial achievement gap appears early in elementary school and only grows over time.⁵ Economic distress, high crime rates, high incidence of drug abuse, and relatively poor health and educational outcomes prevail, all of which are strongly associated with low student achievement and risk of academic failure.

Boston

Although recent years have seen numerous efforts to improve school quality, many public school students in Boston continue to underachieve and drop out of school, severely limiting their access to college and professional opportunities. In addition to facing the dramatic physical, social, emotional, and intellectual changes associated with adolescence, low-income students of color in Boston confront the challenges of racism, poverty, violence, and residential segregation. According to reports from the Boston Foundation and the Boston Private Industry Council, only about 60% of Boston Public School (BPS) students will finish high school in four years. In addition, of those who do graduate high school, in the past decade only about a third had finished college within seven years.⁶ Based on these indicators as well as Roxbury Prep's past experience

² Source: Newark Kids Count 2008

³ Source: <http://datacenter.kidscount.org>

⁴ Source: *Moving Forward Together: Preparing Students for College, Work, and Life*. Newark Public Schools, April 2009.

⁵ Ibid.

⁶ Boston Indicators Project - Boston's Education Pipeline: A Report Card. The Boston Foundation 2008

with incoming students' achievement levels, the need for high-quality schools in traditionally underserved areas of the city is profound.

In Grove Hall and Dorchester, Boston neighborhoods in which the Preparatory network is growing, the need is dire. The child poverty rate is 30%, the average household income is less than \$40,000, and the neighborhood has among the highest percentage of struggling schools in Boston. However, this community also possesses great strengths and community assets which the founders of the Preparatory network plan to leverage, such as residents who share a vision for community transformation, strong community-based organizations such as Boston Rising and the Dudley Street Neighborhood Initiative, increasing economic investment in Grove Hall's infrastructure, and potential investment in Boston's public transportation infrastructure which would increase access to the neighborhood.

UNCOMMON RESULTS

Despite the staggering statistics and persistent under-performance of schools in the geographies in which Uncommon operates, Uncommon schools are effectively closing the achievement gap for their students, 99% of whom are students of color and 75% of whom are considered individuals from low-income families. Uncommon continues to achieve outstanding academic results based on nationally-normed tests, statewide exams, and graduation milestones. Its schools consistently outperform neighborhood schools, rank at the top of their cities, and are among their states' top-performing urban schools. The accomplishments of Uncommon's students are the combined result of both staff and students' dedication both inside and outside of the classroom to advance student achievement.

2010 State Exam Results

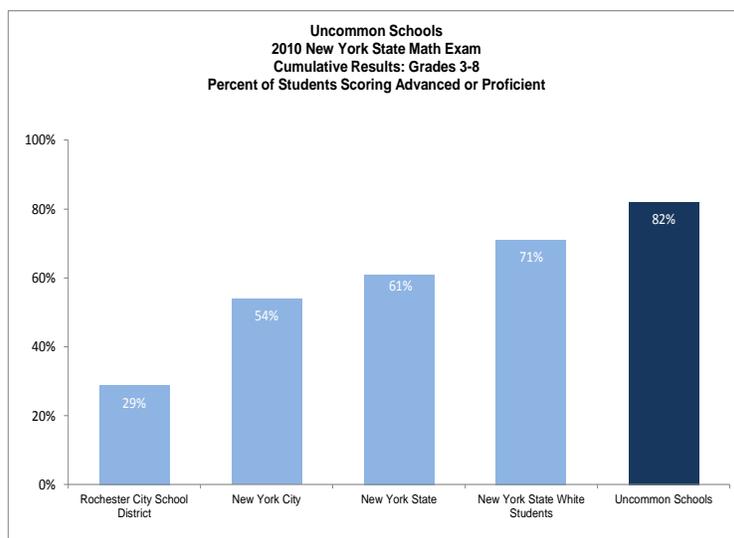
New York

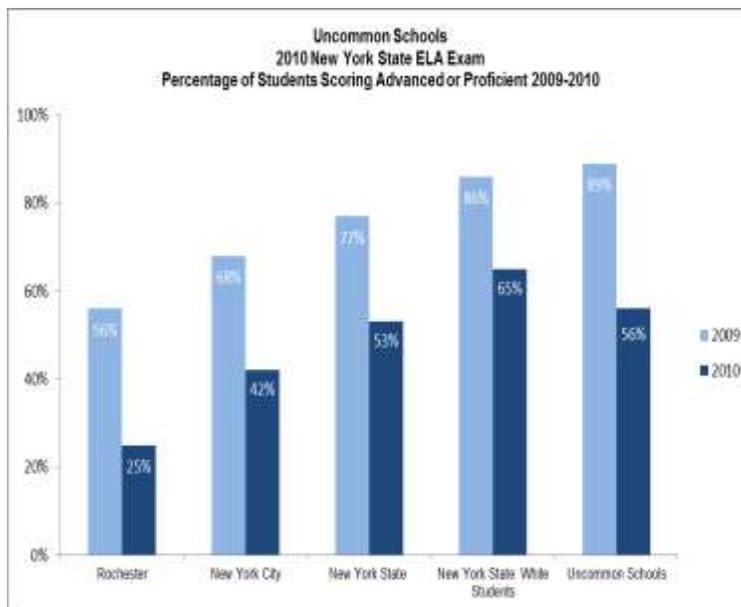
For the 2010 New York State exams, the New York State Education Department significantly raised the "cut scores" (the percentage of correct answers) required to score "Proficient" (Level 3). This change,

which Uncommon welcomes, makes it more difficult for students to score “Proficient” or “Advanced” and raises expectations for students, families, and schools. As a result, proficiency rates across the state dropped by approximately 25 points in Math and English Language Arts (ELA). Although Uncommon recognizes that there is a long way to go to prepare students for college-level rigor, especially in ELA, Uncommon’s New York schools did well on most exams compared with the city, state, and other high-performing charter networks.

Across schools in New York State, 82% of Uncommon’s students scored Advanced or Proficient on the Math exam, besting the overall state average by 21 percentage points and the New York State White student average by 11 percentage points. The two charts below illustrate the comparisons between student performance at Uncommon Schools across New York compared to student performance at schools in their state, city, and districts, as well as a comparison of the scores from 2009 with those of 2010:

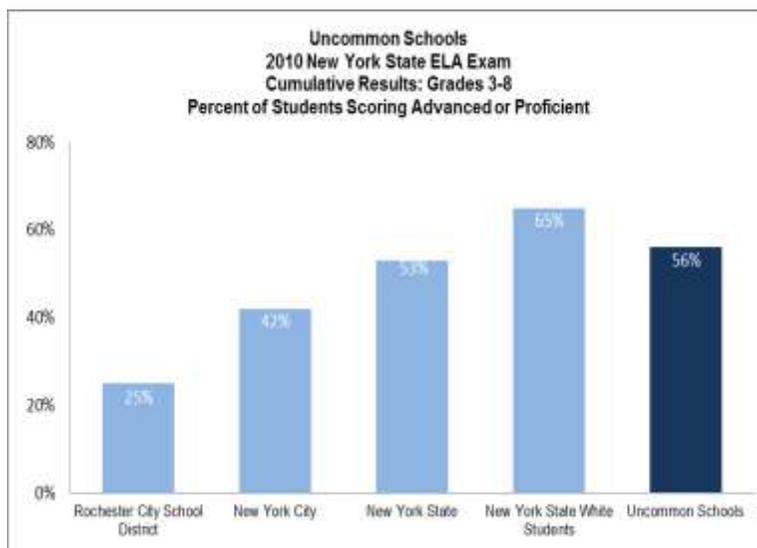
Math: Cumulative Results in Grades 3-8

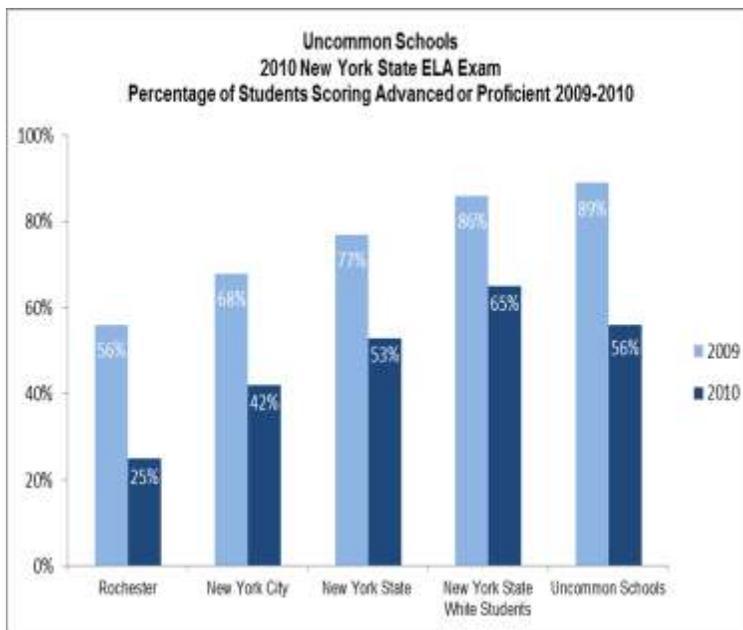




On the 2010 English Language Arts (ELA) exam, 56% of Uncommon’s students scored Advanced or Proficient, three percentage points above the state average and nine percentages points below the New York State White student average. The following two graphs illustrate the comparisons between Uncommon students’ performance with that of their state, city and district peers, as well as comparisons to scores received on the 2009 ELA exams.

ELA: Cumulative Results in Grades 3-8

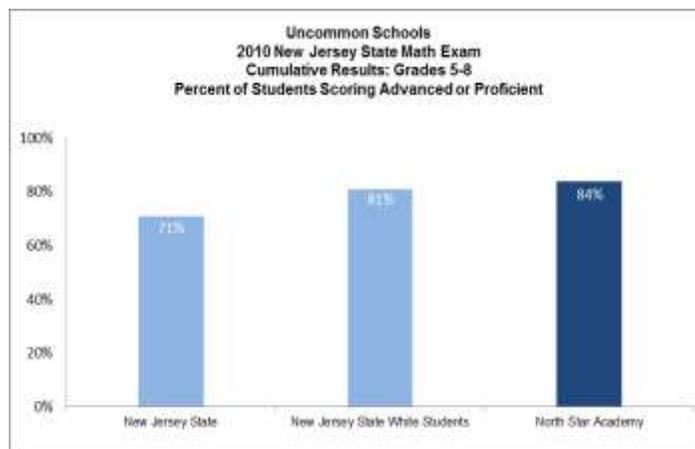




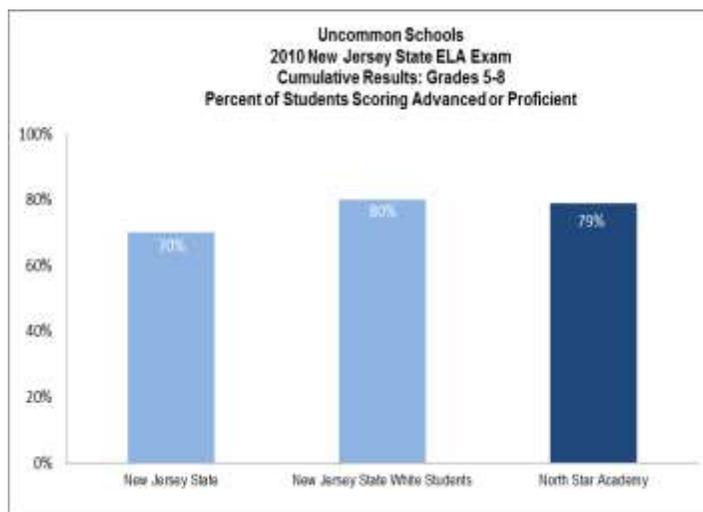
New Jersey

North Star students achieved outstanding results on the 2010 New Jersey State Math and English Language Arts (ELA) assessments. Across 5th through 8th grades, 84% of North Star’s students scored Advanced or Proficient on the Math exam, besting the overall state average by 13 percentage points and the New Jersey White student average by three percentage points, as illustrated in the chart below:

Closing the Achievement Gap in Math

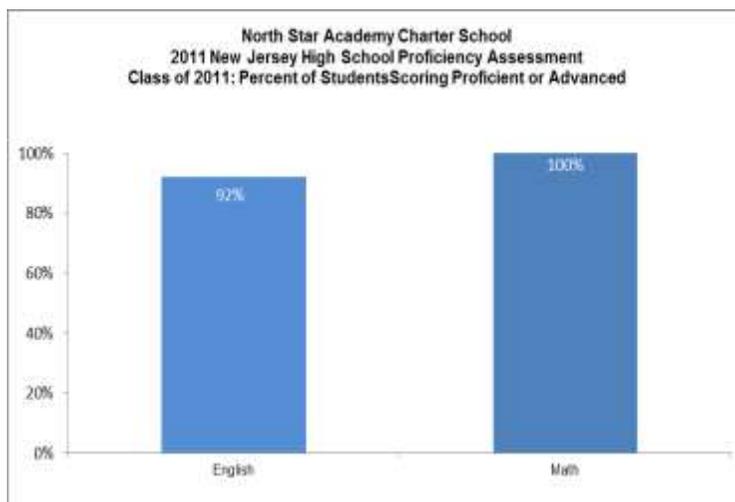


Across the 5th through 8th grades at North Star Academy, 79% of North Star’s students scored Advanced or Proficient on the 2010 ELA exam, three percentage points above the state average and one percentage point below the New Jersey White student average, as illustrated below:



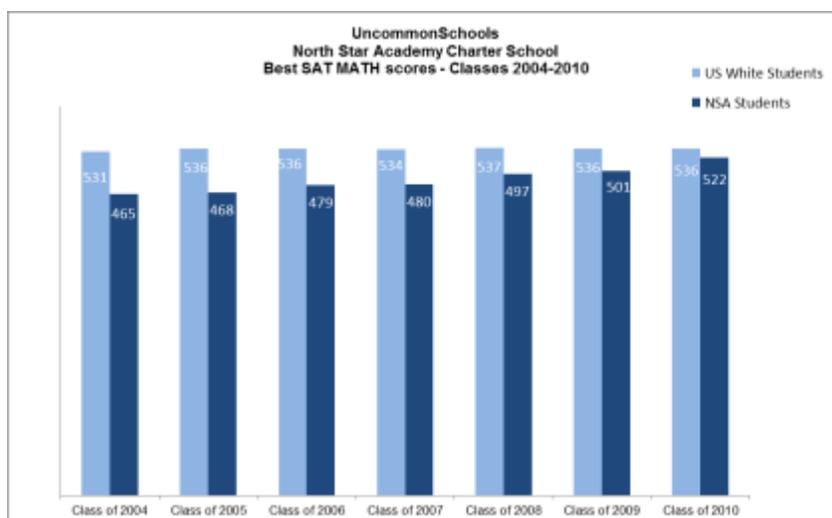
North Star High School is proud to report that for the second year in a row, 100% of North Star High School’s 11th grade students scored Advanced-Proficient or Proficient on the 2010 New Jersey High School Proficiency Assessment in Math, and 92% scored Advanced-Proficient or Proficient in English.

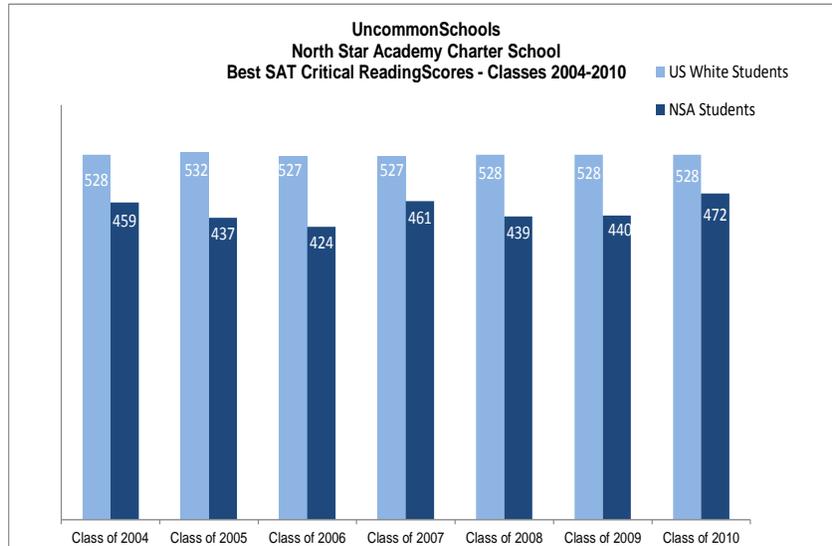
Math: Cumulative Results in Grades 9-12



Uncommon believes that continual improvement in SAT scores is also a key indicator of a school’s increasing ability to prepare students for college success. North Star Academy high school students have demonstrated significant progress towards closing the achievement gap on SAT tests over the past two years, currently 70 points away from closing the gap with their White counterparts. As shown in the chart below, North Star students have essentially closed the achievement gap on the Math section of the SAT and continue to make steady progress toward closing the achievement gap on the English section of the SAT. It is North Star’s intention to make continued progress each year to close the SAT achievement gap and, more importantly, to ensure each North Star student is poised for college success. Specific trends are outlined in the below charts:

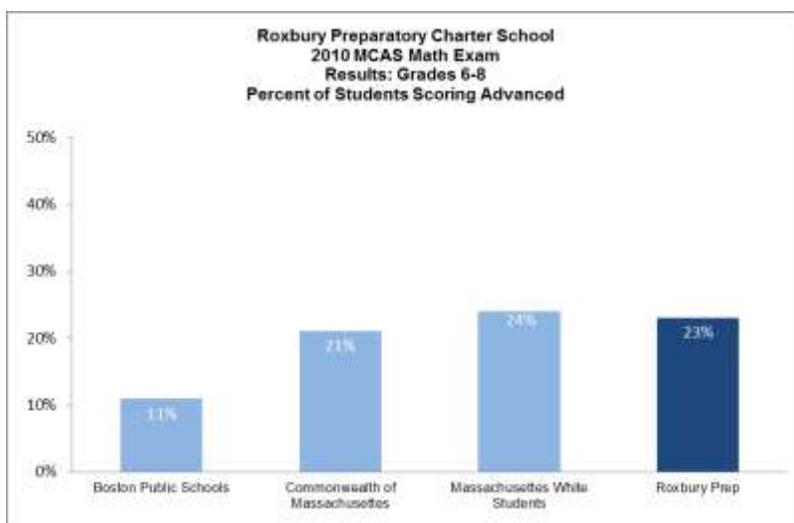
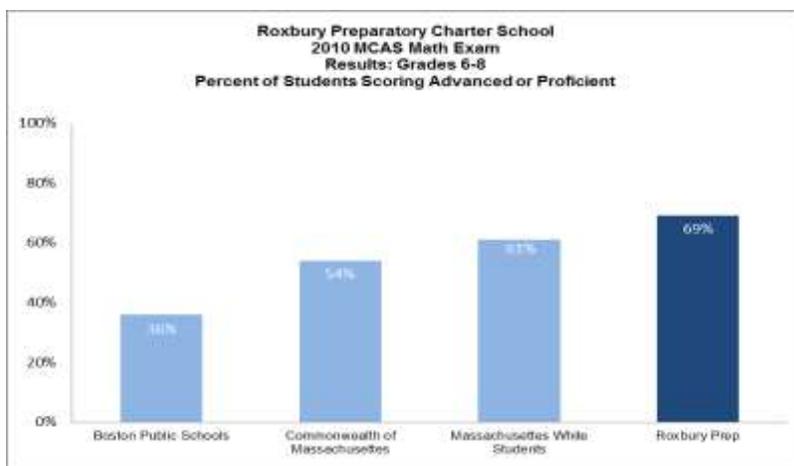
North Star High School SAT Results



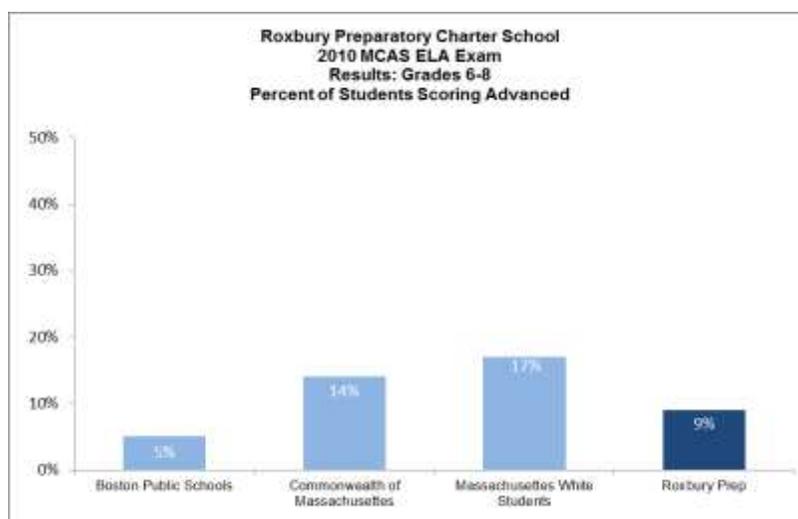
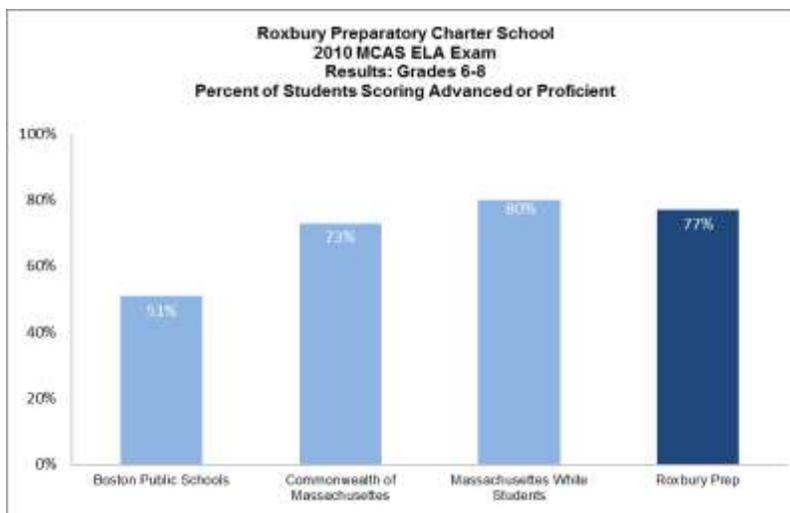


Massachusetts

Roxbury Preparatory Charter School, a school whose student body is 100% Black and Latino and 76% low-income, posted exceptional results on the 2010 Massachusetts Comprehensive Assessment System (MCAS) test, arguably one of the most difficult state tests in the country. Across 6th through 8th grades, 69% of Roxbury Prep students scored Advanced or Proficient on the 2010 Massachusetts Math exam, besting the Massachusetts average by 15 percentage points and the Massachusetts White student average by eight percentage points. Roxbury Prep students overall scored Advanced or Proficient at a higher rate than 80% of all middle schools across the Commonwealth. In two of the last four years, Roxbury Prep students have ranked number one in the state on the 8th grade Math MCAS exam.



On the ELA exam, 77% of Roxbury Prep students scored Advanced or Proficient, four percentage points above the Massachusetts average and only three percentage points below the Massachusetts White student average.



High School Graduation, College Matriculation, and College Graduation

While standardized assessments are an adequate annual metric for student performance, the best measure for the long-term effectiveness of Uncommon's programs is the college matriculation and graduation rates of its alumni. Over the 2010-11 school year, Uncommon's Data Team performed a deep-dive into the college success rates of Uncommon's alumni. They found in 2010, 91% of students who completed 8th grade at an Uncommon School had graduated high school within five years. In addition, 100% of high school graduates had been accepted to a four-year college. Despite these findings, a product of this analysis was the identification of a benchmark for college success that enables Uncommon to compare its

results with those of other school systems and reflects the rigor of Uncommon’s other academic performance standards. Uncommon now defines college success as the percentage of 8th grade alumni, regardless of whether they graduate from an Uncommon high school, who are enrolled in or have graduated from a 4-year college or university. This new benchmark is the best indicator of the long-term efficacy of Uncommon’s programs.

To date, 52% of Uncommon’s 8th grade alumni are currently enrolled in or have graduated from a 4-year colleges, compared to the national average of only nine percent for the lowest-income cohort of students. As Uncommon continues to enhance its high school programs by expanding North Star Academy High School, fully enrolling Uncommon Charter High School, and launching new high schools in New York City, Boston, and Newark in the coming years, Uncommon aims to increase college persistence and increase graduation rate to at least 75%, effectively closing the college achievement gap for its primarily low-income students.

Consistency of Results

Uncommon’s strength as a network lies in the organization’s commitment to and success in increasing student achievement and attainment for students year after year. Below are highlights of Uncommon’s results in 2008 and 2009. As the organization has grown, its primary objective has been to close the achievement gap at scale. Uncommon is proud that while there is much work to be done, as the organization has grown, the students served by Uncommon continue to post significant achievement.

Uncommon Schools 2009 Academic Results⁷

New York

On the 2009 New York Math and English/Language Arts exams, Uncommon Schools’ nearly 1,000 students, grades three through eight – 99% of whom are Black and Latino – collectively closed the “achievement gap,” out-performing the state’s White students.

⁷ Boston did not officially join the Uncommon Schools network until 2010.

Across six schools, 98% of Uncommon's students scored Advanced or Proficient on the Math exam, besting the overall state average by 12 percentage points and the New York State White student average by 6 percentage points. On the ELA exam, 89% of Uncommon's students scored Advanced or Proficient, topping the state average by 12 percentage points and the New York State White student average by 3 percentage points.

New Jersey

North Star Academy Charter School of Newark posted exceptional results on the 2009 New Jersey State Math and English Language Arts (ELA) assessments. Overall, across 5th through 8th grades, 89% of North Star's students scored advanced or proficient on the Math exam, besting the overall state average by 18 percentage points and the White student average by seven percentage points. On the ELA exam, 84% of North Star's students scored advanced or proficient, topping the state average by 12 percentage points and the White student average by one point.

Boston

The success of Roxbury Prep is clearly seen in its history of positive results on the state MCAS exams. Once again, Roxbury Prep stands as one of the highest-performing middle schools in Massachusetts, outperforming over 80% of all middle schools in the Commonwealth. On six of the seven MCAS exams administered in 2009, the percentage of Roxbury Prep students scoring Advanced or Proficient was higher than that of the Commonwealth's White students. For the second time in three years, Roxbury Prep students ranked number one in the state on the 8th grade math MCAS exam, with 96% of students scoring Advanced or Proficient, outperforming students in Lexington (88%), Westford (84%), Weston (77%), and the prestigious Boston Latin School (89%). On the 8th grade ELA MCAS exam, 98% of Roxbury Prep students scored Advanced or Proficient. This ranked the school at number nine out of over 450 schools in the state. The Roxbury Prep community looks forward to the release of 2010 MCAS results to prove once again that all students across the Commonwealth can perform at the highest levels when provided with effective structures and the resources of strong curriculum, character, and community.

Uncommon Schools 2008 Academic Results

New York

On the 2008 New York Math and English/Language Arts exams, Uncommon Schools' 480 students, grades three through seven – 99% of whom are Black and Latino – collectively closed the “achievement gap,” out-performing the state’s White students. Across four schools, 96% of Uncommon’s Black and Latino students, grades 3-8, scored advanced or proficient on the Math exam, besting the overall state average by 15 percentage points and the white student average by eight percentage points. On the ELA exam, 80% of Uncommon’s Black and Latino students scored advanced or proficient on the ELA exam, topping the state average by 11 points and the New York State White students by one percentage point.

New Jersey

North Star Academy Charter School of Newark posted exceptional results on the 2008 New Jersey State Math and English Language Arts (ELA) assessments. Overall, across 5th through 8th grades, 86% of North Star’s students scored advanced or proficient on the Math exam, besting the overall state average by 16 percentage points and the White student average by six percentage points. On the ELA exam, 78% of North Star’s students scored advanced or proficient, topping the state average by 11 percentage points.

Boston

The success of Roxbury Prep is clearly seen in its history of results on the state MCAS exams. On the 2008 MCAS exams, Roxbury Prep outperformed nearly 80% of all middle schools in the Commonwealth. On five of the seven MCAS exams administered in 2008, the percentage of Roxbury Prep students scoring Advanced or Proficient was higher than the Commonwealth’s White students, effectively closing the achievement gap. In addition, Roxbury Prep’s students ranked in the top 10 schools out of over 460 schools in the state on the 7th grade ELA and the 8th grade math MCAS exams, outperforming districts including Brookline, Wayland, and Wellesley.

Uncommon Accolades

In light of its results, Uncommon continues to receive national recognition from Secretary of Education Arne Duncan, and Mayors Cory Booker and Michael Bloomberg, as well as national foundations

such as the Broad Foundation and the Charter School Growth Fund. North Star Elementary School alone has become a landmark school for sharing best practices with school leaders across the country seeking to learn from the school's success, hosting over 300 guests annually. For many, Uncommon's schools have become flagships for educational excellence, extending the impact made in Uncommon classrooms to countless students in classrooms across the country. Among the many distinctions Uncommon's schools have received, below are several of the most notable accolades:

- In September of 2010 U.S. Secretary of Education Arne Duncan recognized North Star as a 2010 National Blue Ribbon School. The highest award bestowed by the Department, it honored 304 public and private elementary, middle, and high schools that demonstrated the highest student achievement in their respective states and/or had closed the achievement gap. North Star was selected as one of only 80 schools in the category of schools whose students, regardless of backgrounds, were among the state's highest performing.
- At the high school level, 100% of North Star's 11th grade students scored Advanced or Proficient in 2010 on both the ELA and Math exams, compared to only 59% and 47% respectively across Newark.
- Excellence Boys Charter School of Bedford Stuyvesant in Brooklyn, NY, ranked #1 in the state in 6th grade Math out of approximately 1,600 schools, and was one of only 9 schools to have 100% of students Advanced or Proficient.
- One of only 12 schools to have 100% of students Advanced or Proficient, Kings Collegiate Charter School ranked #1 in the state in 7th grade Math out of approximately 1,350 schools. Williamsburg Collegiate ranked #15 in the state in 7th grade Math and #17 in the state in 8th grade Math out of approximately 1,350 schools.
- True North Rochester Prep Charter School ranked #6 in the state in 8th grade ELA out of approximately 1,350 schools.
- In 2010, Roxbury Prep was recognized as a Commendation School by Massachusetts Governor Deval Patrick, who cited the school's impressive student achievement gains.
- Roxbury Prep's 8th grade students have ranked first in the Commonwealth of Massachusetts on the state Math exam in two of the last four years.

UNCOMMON NETWORK GROWTH

Uncommon believes that starting and sustaining A+ schools that serve low-income children is incredibly difficult work that must be done carefully and purposefully. Therefore, while Uncommon aims to grow as large and as quickly as it can to make an impact, to date the organization has invested heavily up front in human capital and systems infrastructure to ensure that it maintains the high quality that marks each of its schools.

Uncommon Schools' Growth Plan

Learning both from the struggles of for-profit education management organizations pressing for volume and from its own experience opening schools, Uncommon recognizes the importance of starting small and growing each school slowly, one grade at a time, to achieve outstanding results and to cultivate a positive culture. New schools should not be created until they are fully prepared to succeed. Therefore, Uncommon's individual networks prioritize school quality over all else, including size and pace of growth. A fundamental organizational belief is that growing too quickly and over-promising size risks serving students poorly and undermining the credibility of the charter enterprise.

Uncommon has had success in replicating high-performing schools in each region, improving the model with each new school opening. Through this cyclical learning process, each successive school benefits from the schools that came before it, leveraging the practices that have made those schools successful. In that way, by joining the interests of multiple networks, Uncommon has been able to leverage growth across multiple regions. By linking common and sharing start-up personnel and financial resources, Uncommon has been able to identify efficiencies faster than each school or cluster of schools would on its own and has positioned itself to replicate high-performing schools at a pace faster than ever before.

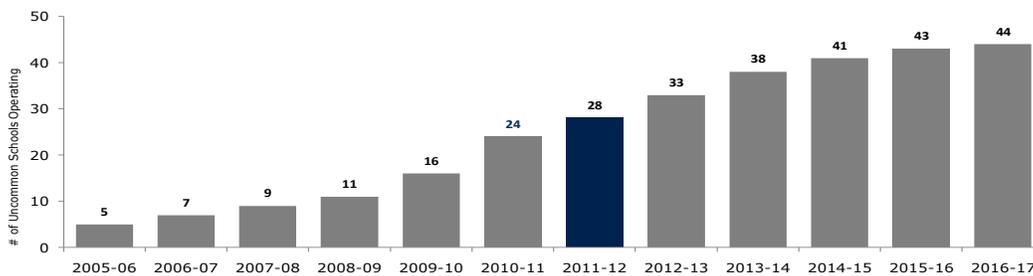
Having demonstrated a viable, replicable, and highly-successful model; having been called upon by leaders; and having invested in the human capital required to open and operate high-performing schools, Uncommon is in the midst of an ambitious growth period. The organization successfully opened eight new schools in August 2010, and is currently preparing four new schools to open their doors in the fall of 2011. By steadily and carefully replicating what works, Uncommon plans to grow to serve 16,000 students in grades K – 12.

Building to Scale

Providing high-quality education options in underserved areas is core to Uncommon's work, and Uncommon is confident that its combination of talented leaders, replicable systems, and proven results will allow it to continue to achieve high results at scale. To date, Uncommon has been successful in opening 28

high-performing schools in the exact way outlined in the CSP project plan, and is therefore confident that with funding, the organization can replicate even more efficiently, become even more fine-tuned, and achieve even greater results. (See Attachment 1: Uncommon Growth Plan)

Uncommon Schools Growth Plan



Ultimately, Uncommon will grow to encompass 44 schools serving over 16,000 students across New York City; Newark, NJ; upstate New York; and Boston, MA.

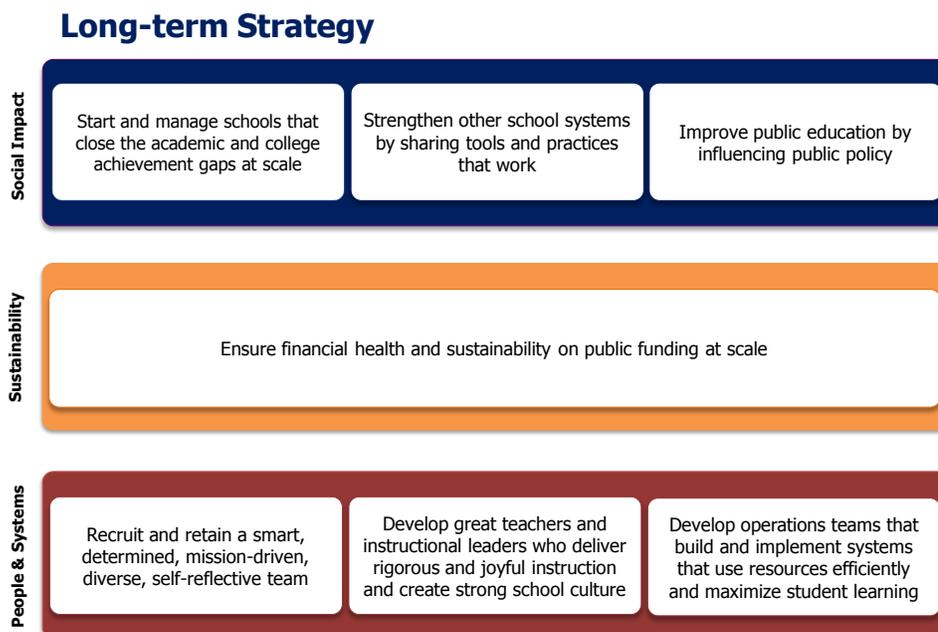
Creating a viable business plan

Over the course of the 2007-08 school year, Uncommon partnered with a full team of consultants from Bain & Co. to determine Uncommon's ideal growth strategy, develop a plan for financial sustainability, and identify Uncommon's capacity to replicate schools. Taking into account the organization's strengths and track record to date, the result of this engagement was a five-year roadmap for growth that has served to focus the organization on what matters most: starting and managing schools that close the achievement gap and prepare low-income students to graduate from college. Coming to the final year of that growth plan, Uncommon has executed this detailed, sustainable and achievable plan to extraordinary success. The plan, developed purposefully to both scale and sustain the organization long term, has remained a consistent blueprint for Uncommon's work to date. With the addition of the Preparatory Charter Schools in Boston and new opportunities for growth in Newark, Uncommon will continue to re-evaluate and refine its original

growth strategy to ensure the organization continues to start and scale high-quality schools and positions itself to prove that the achievement gap can be closed at scale and on the public dollar.

In the fall of 2011, Uncommon will launch a new project to examine and potentially restructure the Uncommon Home Office and each of its regional network teams. Though similar to the 2007-08 project in many ways, this new project will primarily focus on staffing models and the articulation of clear work assignments at the home office and regional levels. Uncommon is currently working to identify a consulting team to manage the project.

Despite its success, Uncommon faces many of the same challenges of other high-performing charter management organizations: a desire to close the achievement gap faster, to move toward financial sustainability goals, and to acquire facilities to grow, all the while ensuring manageable workloads and expectations for school-based staff to ensure long-term sustainability. With these challenges in mind, Uncommon created a strategy map, crystallizing the key success factors required to succeed as the organization continues to grow. This map will serve as a lamppost as the organization embarks upon its next stage of growth:



The Networks

North Star Academy

North Star Academy Charter School of Newark (North Star), the first network for which Uncommon is requesting CSP funding, consists of three elementary schools, three middle schools, and a high school, in total serving over 1,500 students in grades K – 12. For several years now, Mayor Corey Booker and others in Newark – including families, as evidenced by the roughly three applications North Star receives for each available seat – and across New Jersey have urged North Star to grow more aggressively. Despite these urgings, Uncommon has maintained its current plan for North Star largely because more aggressive growth would not be financially viable without access to free district school space. Recently, and for the first time, North Star was awarded two short-term leases for district space. Given recent political and financial developments, Uncommon believes that city and state leaders are considering awarding long-term district school space to charter schools in future years, thereby eliminating the facility barrier and creating opportunity for more aggressive growth to meet the demand for high-quality public schools in Newark. North Star stands ready to take advantage of this exciting change with a cohort of potential new leaders prepared to open additional schools and the proven systems to ensure that new schools maintain the same standard of excellence that marks the network's current schools.

In March 2011, North Star Academy was formally approved by the State of New Jersey Department of Education to expand its capacity to serve students. Under the new expansion plan and with the hope of receiving access to adequate district space, North Star will grow to a total of 14 schools over the next five years: six elementary schools, six middle schools, and two high schools. At full enrollment, the North Star Network will serve over 10% of the public student population in Newark, providing access to high quality schools to significantly more Newark students.

True North Charter Schools

The True North network is comprised of five schools, three in Rochester, New York and two in Troy, New York. True North Charter Schools will grow to include three elementary and three middle schools serving nearly 1,800 students; specifically targeting upstate communities in need of improved public school options.

Collegiate Charter Schools

Collegiate Charter Schools opened its first school, Williamsburg Collegiate Charter School, in 2005. Since then, the network has grown to six middle schools serving nearly 1,300 students and one high school, Uncommon Charter High School, serving 158 students and steadily growing to serve 600 students. In total, the Collegiate Charter Schools will have eight schools – six middle and two high schools – serving over 3,000 students at full enrollment.

Excellence Charter Schools

Uncommon helped to design, develop, and launch Excellence Boys Charter School of Bedford Stuyvesant in 2004. The school – New York City’s first all-boys public school – currently encompasses an elementary school and a middle school serving 490 students in grades K through 7. In August 2009, Excellence Girls Charter School opened to 145 students in Kindergarten and 1st grade and now serves 307 students. Like Excellence Boys, the school will grow to serve students in grades K through 8. At full capacity, the Excellence schools will serve over 1,300 students.

Leadership Charter Schools

Leadership Preparatory Bedford Stuyvesant Charter School, the first school in the Leadership Preparatory network, opened in 2006 and now enrolls 320 students in grades K – 4. Today, the Leadership

network is comprised of four K-4 schools and one 5-8 school, serving nearly 1,000 students. As each K-4 school grows to a K-8 school, the Leadership network will have eight schools serving over 2,700 students.

Preparatory Charter Schools

After the landmark decision of the Massachusetts governor, state legislature, and local Boston officials to lift the charter school cap to high-performing Charter Management Organizations, Uncommon announced plans to expand to Boston (the second network for which Uncommon is requesting CSP funding) to support the growth of Roxbury Preparatory Charter School (Roxbury Prep). This new partnership will build upon the work of Roxbury Prep's exceptional leadership and the school's consistent track record of success. In February 2011, the Massachusetts Board of Elementary and Secondary Education approved the expansion of the Preparatory network to include three middle schools and one high school over the next five years. The network will launch its second middle school, Grove Hall Preparatory Charter School, in August 2011 and its third middle school in the fall of 2012. In 2015, the network's high school will begin enrolling graduates of its middle schools, serving 900 students at full enrollment. In total, the Preparatory network will grow to serve 1,800 primarily low-income students across four schools in Boston in the high-need neighborhoods of Roxbury, Grove Hall, and Dorchester.

UNCOMMON SCHOOL DESIGN

Although all Uncommon schools embody a shared vision and philosophy, they also display distinctive features in their programs and school cultures. Uncommon does not aim to create identical schools or exact replications. Schools have a valuable opportunity to learn from one another precisely because there are small differences across the schools and networks. While schools across networks – and even within networks – may vary somewhat, there are core elements present at every Uncommon school.

A College Preparatory Mission

Uncommon schools share the mission of preparing students to enter, succeed in, and graduate from college. Beyond providing a rigorous college preparatory academic program, schools create a culture of college through a variety of means.

- Schools name advisories – or “homerooms” – for the alma maters of advisors;
- Students visit colleges on an annual basis;
- College counselors meet with students beginning in middle school; and
- Schools expect that every graduating student receives an acceptance from a four-year college.

High Standards for Academics and Character

Schools set high academic standards that commensurate with a future of college for all students and provide students with rigorous academic programs. Schools design their own curricula directly from state learning standards through a common, school-wide approach by creating a scope and sequence for each subject in each grade; detailed syllabi for each course; a listing of the skills and concepts to be mastered; and a database of unit and daily lesson plans. Schools share a particular focus on literacy and math with additional time, such as double periods, devoted to both areas. In anticipation of aligning its curriculum more closely with the Common Core Standards, Uncommon has hosted four principal/teacher collaboratives designed to identify and address specific ways in which Uncommon can more closely align elements of instruction. In Middle School Literacy, for example, this has influenced text selection to include more non-narrative, non-fiction in instructional plans, and the inclusion of more close reading questions. These groups will continue to assess Uncommon’s curriculum as the Common Core evolves.

Schools also set behavioral standards to ensure orderly classroom environments that promote student engagement and achievement. To ensure an environment where teachers can focus on teaching and students can focus on learning, each school implements a strict code of conduct and underscores the school’s core values through example, instruction, and community building. Schools host community circles and community meetings that serve as opportunities to celebrate student accomplishments and to reinforce core values.

A Highly Structured Learning Environment

Students need a safe and orderly environment to be productive and successful. Schools create calm, composed, and disciplined school environments to maximize the amount of time on task. Hallmarks of Uncommon schools include: strictly enforced school dress codes; merit and demerit systems to acknowledge positive and negative behavior; and various daily routines and rituals.

A Longer School Day and a Longer School Year

Uncommon schools are committed to providing students with more time on task. This means that they offer a longer school year, a longer school day, after school tutoring, and Saturday School programs. Further, students have homework every night. The additional time spent learning is significant, in some regions accounting for 25% more instructional time than provided by the local district.

A Focus on Accountability and Data-Driven Instruction

The most effective schools use assessment to diagnose student needs, to measure instructional impact, and to build a culture of continuous reflection and improvement. In addition to required state exams, Uncommon schools consistently administer multiple school-wide assessments to determine student progress toward performance standards and to allow teachers to adjust curricula appropriately. The tools include pre-year assessments, internally developed interim assessments, and norm-referenced assessments, such as the TerraNova. Interim assessments provide teachers with ongoing feedback on their students' progress and an understanding of which students have mastered curricular topics and which students have not. With such information, teachers are well-prepared to target instruction and individual support and to make content adjustments as needed.

A Faculty of Committed and Talented Leaders and Teachers

Students learn best when instruction is clear, content-rich, engaging, and informed by frequent assessment. Uncommon schools recruit, develop, and retain outstanding teachers who can ensure that all students achieve at high academic levels. Schools provide teachers with high-quality professional

development based on the practices of the highest performing urban public schools in the nation.

Uncommon teachers develop meaningful relationships with students, with families, and with each other.

Teachers and school leaders are committed to continuous reflection and improvement to ensure student achievement.

Dual Leader Model

To ensure all schools prepare students with the skills, knowledge, and character they need to succeed in college and beyond, Uncommon continues to develop its people and systems to be highly functioning. Each school utilizes a dual leader model, which posits an instructional leader in the school to focus exclusively on instruction and driving student achievement; responsibilities include: observing teachers; coaching staff; and customizing the instructional program to suit the needs of the staff and students in the school. In addition, Uncommon places an operations leader in each school who “blocks and tackles” for the instructional leader, handling everything from transportation issues to parent engagement to budgets. This dual leader model has proven effective not only in giving instructional leaders the time they need to drive results in the classroom, but also in reinforcing Uncommon’s culture of collegiality. In preparing to open and lead new schools in 2011-12, all rising school leaders participated in a year of training and professional development through the Uncommon Schools Instructional and Operational Leadership Fellowship program, a year-long fellowship that provides hands-on training and workshops that prepare school leaders to start and open Uncommon Schools.

Family Involvement

Active family involvement in school and learning is essential to meeting each school’s mission. The staff at each school fosters family engagement through frequent communication between families and the school, creating a dynamic in which the school partners with families to promote their children’s academic success. Specifically, the schools undertake activities such as the following:

- Meet one-on-one with each entering student’s family before they enroll in school;
- Host summer orientations and Back-to-School Nights;
- Provide a Contract of Commitment, clarifying the school’s pledge to its students and expectations of its families;

- Send home a weekly newsletter of classroom and school-wide news and information;
- Meet with families for at least three formal conferences each year to discuss their child's progress;
- Send home weekly behavioral updates;
- Provide periodic evening and weekend workshops designed to help families support their children's education; and
- Create regular events in which families are invited into the school to celebrate student achievement.

Compliance with the Individuals with Disabilities Act

All students with disabilities enrolled at schools managed by Uncommon can and should achieve the school's goals. Each school works to ensure all special education programs and services are provided in accordance with Education Law §2853(4)(a) and specifically with the Individualized Education Plan (IEP) prepared by the Committee on Special Education (CSE) of the student's school district of residence. To ensure the success of such students, the schools will work with the CSE to provide required services in accordance with federal special education laws, including the Individuals with Disabilities Education Act (IDEA). In general, this means students will: 1) have access to a free appropriate public education (FAPE); 2) be appropriately evaluated; 3) receive an appropriate education in the least restrictive environment; 4) be involved, with their parents, in the development of and decisions regarding the individualized education plan (IEP); and 5) with their parents, have access to the appropriate procedures and mechanisms to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

Schools managed by Uncommon are required to admit students based on a random public lottery and have not nor will not discriminate in admission or enrollment practices on the basis of a student having or being suspected of having a disability. Students with disabilities will be expected to participate in and receive credit for nonacademic, extracurricular, and ancillary programs and activities with all other students to the extent allowed by the IEP prepared by the CSE.

Each Uncommon school hires an appropriately certified Special Education Coordinator/Teacher to coordinate with the CSE, assist in Child Find activities, and work with CSEs and school districts to ensure that all required special education and related services are being provided according to IEPs.

Every teacher of a student with a disability will receive a copy of that student's IEP and the school's special education staff will provide training to ensure that classroom teachers are knowledgeable about the

needs of students with disabilities and their responsibilities related to the student's IEP. The school's special education staff will work with classroom teachers to ensure parents are informed of how their children are progressing toward their IEP goals and with the general curriculum.

If the school is unable to directly provide services to the extent necessary, the school will then rely on the school district of the student's residence to provide services. If necessary and feasible, the school will also contract with appropriately certified or licensed individuals to provide services under the school's direction.

Relationship between schools and the authorized public charting agencies

Uncommon Schools is strongly committed to ensuring that the Board of Trustees and leaders of each school will not only provide an excellent education to the students it serves, but also will guarantee compliance and adherence to all regulatory requirements promulgated by its authorizers. The schools will proactively work with their authorizer to monitor school progress as it relates to academics, organizational viability, and other institutional standards during the initial planning and implementation stages of the school as well as on an ongoing basis. The school will also take advantage of all operational resources provided through State University of New York Charter School Institute (SUNY CSI), New York State Education Department (NYSED), New Jersey Department of Education (NJDOE), and Massachusetts Department of Elementary and Secondary Education (DESE), including information on special education, public finance, technology systems, nutritional services, transportation, and accountability.

Accountability and responsibility toward closing low-performing schools

Under charter regulations in New York, New Jersey, and Massachusetts, each school operates under an authorizing contract that requires an independent Board of Trustees bear ultimate responsibility for the success and operation of the school. While its management agreement with each school allows Uncommon to "take whatever actions are necessary to properly and efficiently manage and implement the academic and non-academic operations of the school," the board of the school retains the right to cancel the agreement under certain circumstances. Under this agreement, which typically has a term of five years, Uncommon provides a specified set of services in return for a fee. This fee begins at 10% of total school revenue in its inaugural year and generally falls to 8% by year seven. Uncommon's management services include providing

a supervising Managing Director and a Chief Operating Officer; hiring, supervising, and dismissing the school leaders; recruiting and developing teachers; providing curriculum and tools for student assessment; coordinating annual school inspections; reporting and adhering to state and federal requirements; accounting; fundraising; and using all reasonable efforts to secure facilities prior to school openings. The school leaders, although employed by the school, report to the Managing Director, who also serves as an ex-officio member of the school's Board of Trustees.

Due to the success of each of its schools, Uncommon has never considered implementing a plan to close an underperforming school. Nevertheless, the organization is aware of the importance of monitoring schools closely and has therefore developed a plan for closing a school if such a case were to arise. This action can be incited by the independent school board, Uncommon School's Board of Trustees or Uncommon Schools' leadership team and would be invoked in the event of persistent poor performance across a school year. The shut-down process includes a three-part review period, where leaders are given an opportunity to create and execute a six-month action plan to improve performance. At the end of that period, the school leader can be asked to leave. If school performance does not improve with the leader's departure, the Managing Director could be asked to leave, and in the event that subsequent quarterly inspections and a board review reveal the school cannot be turned around, the school could be closed. Again, Uncommon Schools has never been in a position to execute this improvement plan and has never engaged the board in this regard. Uncommon is collectively closing the achievement gap and is consistently monitoring the leading indicators that would lead to such turn-around proceedings if necessary.

Student Safety; Statutory and Regulatory Compliance

Uncommon Schools is proud of the fact that there have been no safety issues to date, even in situations of shared space with other schools. Uncommon has also not experienced any regulatory or financial issues to date. Uncommon audits reveal strong internal controls, documented systems, effective grant management, and adherence to all Federal laws and regulations.

UNCOMMON HOME OFFICE SERVICES

Central Office Functions

With each school leader focused on student achievement and success, the Uncommon Home Office presents schools with a powerful and valuable array of services and identifies initiatives where benefits of scale can enhance local efforts, all while preserving schools' autonomy in appropriate areas. The Home Office is leanly staffed, and is comprised of talented professionals, including MBAs and JDs, who intentionally build and implement the systems that allow school leaders to focus on student achievement. As the organization grows, the home office will be staffed in tandem with and aligned to Uncommon's sustainability goals. (See Attachments 2a, b, c, d: Resumes Bambrick, Hack, Lehman and Rudall)

In addition to the support of the Managing Director and Chief Operating Officer of each regional network, the home office also provides solutions to key management challenges. These services include:

- Program Design and Development
- Teacher and School Leader Recruitment
- Professional Development
- Special Education Management
- Charter Application and Start-Up
- Accountability
- Facilities Management and Financing
- Budgeting/Financial Management/Payroll
- Fund Development
- Reporting
- Technology and Data Management
- Legal Counsel
- Marketing
- Advocacy

Uncommon Governance

In compliance with state regulations, each Uncommon school is governed by a six- to twelve-member governing body charged with ensuring the school remains accountable to the highest levels of student performance. In addition, Uncommon Schools is led by a nine-member Board of Trustees that engages leadership in strategic decision-making, sound financial management, student achievement monitoring, and fundraising. The Uncommon Schools Board of Trustees is led by the organization's founder and former Chief Executive Officer, Norman Atkins.

Instructional Management

The Uncommon model calls for Managing Directors to be superintendents over small networks of schools. Each Managing Director develops a school's cultural blueprint, manages start-up by designing programs and training the school leaders, supervises and coaches school leaders on an ongoing basis, and ensures the success of each school's instructional program. This approach makes Uncommon Schools unique, with talented, proven leaders guiding and managing promising school leaders in the creation of new schools. Uncommon's team of Managing Directors includes four exceptional leaders in the field:

- Paul Bambrick, Managing Director, North Star Academy Charter Schools
- Doug Lemov, Managing Director, True North Charter Schools
- Brett Peiser, Managing Director, New York City (Excellence, Collegiate, and Leadership Charter Schools)
- Dana Lehman, Managing Director, Preparatory Charter Schools

For the past decade, these leaders have started and led among the nation's highest performing charter public schools, serving low-income, urban students. These landmark schools – North Star Academy, Boston Collegiate, and Roxbury Prep – have helped to close the achievement gap and to create transformative college-prep opportunities for low-income children in Newark and Boston. Through their work with Uncommon, these dynamic leaders have founded and run some of the consistently highest-performing schools in the country.

Over the past four years, Uncommon's Managing Directors have coached some of the most outstanding school leaders in New York and New Jersey, as demonstrated by the high-quality and impressive results of their schools. Having successfully started and operated their own schools, these school leaders have shared their expertise across the Uncommon network through workshops, retreats, and the Uncommon Leadership Fellowship, through which the organization prepares future school leaders. By mentoring rising leaders through the fellowship, Uncommon's current school leaders are developing the core competencies required to eventually assume the instructional and cultural leadership roles that Managing Directors play. This strategic development of leaders within the Uncommon network ensures Uncommon will be able to continually start and manage exceptional schools through any potential transition of a Managing Director.

Outside of the Uncommon Schools Leadership Fellowship, Uncommon continues to develop the pipeline of talented leaders prepared to transition from school leader to Managing Director, providing for both the overall health of the organization and the necessary career development opportunities to retain these talented leaders. In 2010, Uncommon piloted the role of Associate Managing Director, in an effort to provide additional instructional support to schools at specific grade levels. With the outstanding success of the pilot, Uncommon is formalizing the role and introducing three Associate Managing Director positions to support networks in New York City and Newark. These Associates, three former star leaders at Uncommon, were chosen through an array of quantitative and qualitative data, including student achievement results, teacher retention at their current school, their ability to coach and manage their current cohort of teachers, and other skills identified through the search process. The intention with this new position is not only to support schools as they grow to scale, but also to create a bench of effective leaders to ensure school quality and student achievement beyond the four current Managing Directors. Potentially, each Uncommon network will have a deep bench of leadership talent, all of whom are prepared to position students on the path to college.

Evidenced by student performance on New York State exams, ELA instruction continues to not only challenge Uncommon, but also schools and school leaders across the urban education landscape. In addition to the challenges at the elementary school level associated with teaching the building blocks of literacy, many Uncommon alumni have noted that they struggle with the quantity and voracity of college level reading and writing as well. If Uncommon is to fulfill its mission of preparing every student to enter, succeed in, and graduate from college, then the organization must enhance its literacy instruction in the early elementary years and raise its expectations of students in the high school years. To meet both of these needs, Uncommon is implementing the college readiness standards and the *K–4 Reading Taxonomy* this year, as well as rolling out initial versions of the *5-8 Reading Taxonomy* discussed at length below in the *Literacy* section of this application.

College Readiness

While Uncommon's schools have developed strong curricula that quickly and effectively move students towards mastering state learning standards, the organization believes that it needs to do more to support students in becoming independent learners, capable of managing a college workload, excelling in college-level academics, and performing in their chosen career fields. During the 2010-11 school year, Uncommon implemented its college readiness standards; these benchmarks are designed to outline a second tier of core competencies required for collegiate success beyond each schools' established academic standards. Further student progress towards these benchmarks will be assessed through various methods throughout the K – 12 continuum, ranging from oral defenses and peer reviews in the elementary and middle grades, to internship evaluations and major research papers at the high school level. In the coming year, these standards will be evaluated and altered to ensure they are adequately preparing students for college.

To fulfill its mission to prepare students for college, Roxbury Preparatory Charter School (Roxbury Prep) has developed the Middle School Aspirations and Pathways to College Initiative (MAPS). The goal of the MAPS program is to equip Roxbury Prep students with the tools and support necessary to navigate their way through the high school and college admissions processes, and to ultimately succeed in and graduate from high school and college.

All Roxbury Prep alumni receive ongoing support from the Graduate Services Team as they transition to and sustain their academic and social careers in high school. The two graduate services coordinators stay in constant contact with Roxbury Prep alumni via phone calls, emails, and both formal and informal meetings. Each fall, the coordinators make formal visits to every high school where Roxbury Prep alumni have matriculated in order to meet with counselors, teachers, and the students themselves. These initial meetings set the foundation for a working relationship between Roxbury Prep and the many high schools in its alumni network. Once a month, the team also conducts Student Reviews, in which they discuss the academic and social standing of every graduate. From these discussions, they create prioritized action plans for students requiring further check-ins and support. In addition to constantly checking in with graduates, the Graduate Services Team researches and informs alumni of the many opportunities and programs that can support their continued development. The team works to identify summer jobs and

internships for alumni, as well as financial aid services, scholarships, and tutoring opportunities. Through the work of the Graduate Services Team, every junior in high school is placed into an SAT preparation class at little or no cost to students and families.

Similar to Roxbury Prep, North Star Academy has developed the Achieving College Excellence (ACE) program to ensure that its students are prepared for collegiate success. The ACE program provides a host of post-placement wrap-around services, including a minimum of two on-campus visits per year for all first-year college students, various connections and interactions throughout the course of the academic year, and an annual alumni retreat. To date, the program has been successful, supporting 165 alumni of North Star; however, as North Star continues to grow to serve more students — and Uncommon Charter High School graduates its first class of students — the Uncommon alumni base requiring this hands-on support will grow exponentially. To meet this tremendous need in the coming years, Uncommon will restructure its alumni support model over the 2011-12 school year to ensure both the best services for students, and the long-term sustainability of the program at scale.

Literacy

Evidenced by student performance on New York State exams, English and Language Arts (ELA) instruction continues to not only challenge Uncommon, but also schools and school leaders across the urban education landscape. Anticipating this need for concentrated attention on early literacy instruction, Uncommon worked throughout the 2009-10 and 2010-11 school years to develop the *K – 4 Reading Taxonomy*, a comprehensive guide for literacy instruction in grades K-2, along with guiding principles for the 3rd -4th grade bridge to Middle School. Beginning in the fall of 2009, a working group of Early Literacy teachers, leaders and coaches from across Uncommon and closely-aligned sister organizations gathered to create this guide, which focuses primarily on Guided Reading instruction and outlines explicit, detailed strategies that can be used with students at each level of their elementary literacy development. Building upon the core concepts of the original *Taxonomy* developed by Managing Director Doug Lemov, this work also includes written chapters and 200 video clips to support teaching Reading Mastery, Reading Comprehension, Habits of Discussion, Routines and Procedures, and Read Aloud.

Following this year-long development phase, the first iteration of the *K – 4 Reading Taxonomy* was implemented across the 2010-11 school year and leaders are more excited than ever about the quality of literacy instruction in Uncommon’s elementary schools. Building upon the success of the *K – 4 Reading Taxonomy*, Uncommon has now launched a working group, led by Managing Director Doug Lemov, to develop the *5-8 Reading Taxonomy*, targeting the specific instructional practices to drive reading mastery at the middle school level. The initial version was rolled out at the 2011 Master Teachers’ retreat in July 2011. Similar to the *K-4 Reading Taxonomy*, Uncommon expects to the new *5-8 Reading Taxonomy* to have a significant impact on the quality of literacy instruction within its schools.

Daily Operations

Uncommon Schools has instituted the position of network Chief Operating Officer (COO). Network COOs “block and tackle” for the Managing Directors and provide operational support at the network level so that each of Uncommon’s Managing Directors can focus on supporting the instructional program and leaders of the schools within each network. Uncommon’s team of Chief Operating Officers includes:

- Tara Marlovits, Chief Operating Officer, Leadership and Excellence Charter Schools;
- Laura Lee McGovern, Chief Operating Officer, Collegiate Charter Schools;
- Anna Hall, Chief Operating Officer, True North Charter Schools;
- Michael Ambriz, Chief Operating Officer, North Star Academy; and
- Will Austin, Chief Operating Officer, Preparatory Charter Schools.

Each of these leaders will manage operations for Uncommon’s networks as they continue to grow.

Financial Management and Sustainability

A critical component of Uncommon’s business plan is a flexible, detailed financial model that ensures the home office is sustainable on the public dollar in 2013-14 and each school’s core program becomes completely sustainable on the public dollar at full enrollment. To date, Uncommon is on track to achieve these financial objectives. Financial projections indicate that Uncommon’s elementary schools will be sustainable on the public dollar within approximately three to four years of operations; middle schools,

serving students in grades 5 -8, will be sustainable after three years; and high schools, due to their comprehensive programming and staffing needs and slow enrollment patterns, will be sustainable after approximately 450 students. To facilitate this scale-up phase for each of its schools, Uncommon executes its expansion plan in a disciplined manner and works to secure an equitable share of government dollars for its schools as well as the private philanthropy necessary in the start-up years, during which the per pupil cost of running the school is higher due to many one-time expenses and initially low levels of enrollment.

Upon expiration of the CSP grant, Uncommon Schools will be almost completely sustainable on the public dollar, no longer requiring private philanthropy for its core operations. Specifically, the Home Office and all of its schools, except its planned high school in Boston, will no longer require philanthropic subsidy.

On the behalf of its schools, Uncommon will ensure that each school outlined in this project plan will receive its commensurate share of annual federal education funds allocated by the formula by attaining all necessary enrollment amendments from authorizers and by submitting accurate enrollment counts to the appropriate governmental entity. Uncommon has a track record of securing and responsibly administering all available public funding for its schools. (See Attachment 3: Uncommon Financial Model)

Facilities

To enable school leaders to focus on their most important work, the Uncommon Home Office provides facilities management, acquisition, and financing services for each of its schools. The Uncommon Real Estate team works through local school districts, private consultants, and other state and national resources to identify, acquire, and renovate high-quality educational spaces for every Uncommon school. The section below outlines the facilities plans for North Star Academy in Newark and the Preparatory Charter Schools in Boston.

North Star Academy, New Jersey

After an aggressive fundraising push, and the execution of a multi-faceted financing project including New Markets Tax Credits (NMTC) and Qualified School Construction Bonds (QSCB), Uncommon is nearing the end of a two-year construction project to build the new North Star Academy High School in

downtown Newark, New Jersey. This 54,000 square foot facility will provide the necessary space for the school to serve an expanding population of students from all of its middle school campuses.

To prepare for the long-term sustainability of the network, Uncommon is now in the process of executing a purchase option agreement with the Archdiocese of Newark for North Star Academy's Vailsburg Campus, which gives the network the option to acquire the facility at a locked price for the next three years. Currently, the Vailsburg campus houses two schools: North Star Academy – Vailsburg Elementary School, and North Star Academy – Vailsburg Middle School. Purchasing the Vailsburg campus is an important step to secure North Star's foundation as the school prepares to potentially launch an additional growth plan and take advantage of district space in the coming months and years. Acquiring the Vailsburg campus drops the schools' facility needs to nine spaces over the next five years—a more reasonable, yet still significant, need given a number of other charter schools seeking space and the reality of district political and logistical constraints.

Based on a revised feasibility study, Uncommon estimates that the purchase and renovation of the Vailsburg campus will cost approximately \$28.5M. Through access to charter-friendly facility financing opportunities, such as tax-exempt bonds and New Markets Tax Credits mentioned above, Uncommon estimates that the purchase and renovation of the Vailsburg campus will require \$5M in private philanthropy. Uncommon has secured \$1.1M toward this goal in the campaign's preliminary stage, and will raise the remaining philanthropy through a new expansion campaign to be launched early in the 2011-12 school year.

As mentioned earlier, the extended growth of North Star Academy is contingent primarily upon access to adequate district school space. Recently, North Star was awarded two short-term leases for the 2011-12 school year from Newark Public Schools (NPS). Uncommon is cautiously optimistic that future space will be awarded over the coming years to support its growth plans. Uncommon looks forward to working with NPS in the coming years to identify spaces for the next seven schools in North Star's growth plan.

Preparatory Charter Schools, Boston

While Roxbury Preparatory Charter School's current facility will support the school at sustainability, Uncommon estimates it will need to identify the following facilities over the next six years to support the growth of the Preparatory network: two spaces of approximately 18,000 SF each to site two new middle schools, and one space of approximately 80,000 SF for a new high school. For the 2011-12 school year, Uncommon has finalized lease negotiations to site Grove Hall Prep, the second middle school of the network launching this fall, at a temporary YWCA facility in Dorchester, MA for its inaugural year.

With respect to long-term facilities options, Uncommon is preparing to submit a facilities request to Boston Public Schools (BPS) as part of an RFP process to be initiated this fall. Through this process, Uncommon is hopeful one or both of its middle schools will be considered a candidate for space for the 2012 school year. Competition for space in Boston is fierce, so the Preparatory Network is in a parallel processes to identify additional private or Archdiocese space should the district decide not to award space to the network. To adequately prepare for this possibility, Uncommon has submitted a non-binding offer to purchase a private commercial space that could potentially house two middle schools in the long-term should no-cost or low-cost middle school space become available in the future. If the offer is accepted, the purchase and renovation of this facility would cost approximately \$8M, with an approximate equity contribution of \$2M. Uncommon would not need to purchase the building until school siting decisions are made this fall and would only do so should space not be awarded.

To position the network to move quickly once space decisions are made (in order for schools to be ready for school opening in the fall of 2012), the network is planning on launching a capital campaign in November 2011 to raise the initial funds for these spaces. Uncommon is confident that whatever the space solution, it will use its track record at acquiring, financing, and renovating space in a way to provides the best possible long-term cost-savings and high quality programmatic facility solutions to the network.

Human Resources

Recruitment and Selection

In preparation for the 2011-12 recruitment season, Uncommon launched a four-month strategic planning process marked by four work areas: data gathering and planning, feedback and revision, development of necessary tools and resourcing (including reformatting the online application and launching a new recruitment database in collaborating with Jobsience), and an official rollout of the strategy to both school-based and network-based constituents. Uncommon's 2010-11 strategy encouraged the recruitment team to "cast a wide net" by networking with over 700 individuals in nearly 100 organizations and groups, and attending hundreds of events and career fairs at undergraduate and graduate institutions. The 2011-12 strategy builds upon those efforts by working through cultivated relationships to develop a more qualified and mission-aligned candidate pool for the 2011-12 school year. Specifically, Uncommon now provides varying levels of candidate outreach, ranging from newsletters to deep-dive interviews with strategic partner organizations like Teach For America, Education Pioneers and Breakthrough Collaborative. Recognizing that almost 40% of new hires were identified through referrals during the 2010-11 season, the recruitment team responded with a robust referral incentive program, and now dedicates time and resources to additional referral events in each Uncommon region.

The Recruitment team has also redesigned the candidate selection process to better screen for talented individuals early, saving valuable time spent screening applicants who do not ultimately meet Uncommon's requirements for employment. During the 2010-11 season, the initial application process was primarily the submission of a resume, which often failed to yield enough qualitative information and required recruiters to hold an unnecessarily large number of phone screens with unqualified or non-mission-aligned candidates.

This year, the team has developed a more effective and efficient candidate selection process by:

- Improving the effectiveness of the application as a screening mechanism by including additional short-answer responses and sample lesson plans;
- Imposing and maintaining stricter resume and phone screening guidelines;
- Aligning hiring goals and timelines with trends in application flows and candidate quality;
- Increasing the frequency of the resume review; and
- Distinguishing between the first-year and experienced teacher selection processes and application deadlines.

Uncommon is confident that the ongoing implementation of its recruitment strategy will not only enable Uncommon to meet its hiring goals for the 2011-12 school year, but also provide for the long-term sustainability of both the Recruitment team and the organization as a whole.

Human Capital

Uncommon's Human Capital Team is responsible for building strategic, efficient, and effective systems for all facets of human resources, internal Uncommon-wide professional development workshops and retreats, school inspections, and leadership development programs. Uncommon has hired a Director of Organizational Learning, a Special Projects Coordinator for Human Capital, and a Director of Human Resources as the foundation for this team. These individuals collectively codify and deliver professional development and implement effective and efficient HR systems that meet the needs of and provide excellent customer service to Uncommon's growing staff.

Over the course of the 2010-11 school year, this team began the work of codifying specific organizational values to help ground the day-to-day operations of the Home Office. These values articulate how the Home Office will approach its work, helping staff to identify and prioritize their most important activities. Additionally, the Human Capital team began to develop and implement the People Development System (PDS) to help Uncommon leadership more effectively track individual performance within each team and to provide the necessary professional and career development opportunities for Home Office staff. Uncommon believes these enhancements will enable the organization to retain highly-qualified talent as the organization grows to scale.

As Uncommon continues to grow, the organization looks to recruit, develop, and retain great teachers to work in its schools, as mentioned in the previous section. While Uncommon has invested heavily in recruitment and professional development activities for teachers, it is still working to identify the key levers that enable schools to retain great teachers. On the 2010-11 Uncommon Staff Survey, 77% of teachers reported that they were satisfied and that their workload was sustainable, an integral component of which is establishing a manageable work-life balance. This year, Uncommon added additional administrative and special education support to some of its first-year school staffing models, directly affecting the workload of

the Director of Operations and indirectly influencing overall staff culture. While this small modification has been successful, Uncommon is still working to identify other initiatives to support teacher sustainability.

In this vein, Uncommon has begun a deep-dive analysis into the key levers affecting teacher satisfaction and sustainability across regions. These levers have been divided into four main categories:

- *Quantity of Time* – while a standard 40-hour work week is unrealistic, Uncommon is identifying how many hours teachers are actually working, and how these hours vary between normal weeks, testing weeks, and other specialized times of year, ultimately creating a honest and realistic expectation of time commitment for both new and experienced teachers;
- *Control and Ownership of Time* – although teachers will not have much more flexibility during instructional hours, Uncommon is hoping to outline opportunities for flexible scheduling options during non-instructional hours, enabling teachers to shorten their “after-school” work time as needed;
- *Re-defining School Work Cultures* – embedded within the Uncommon work ethic is the idea that teachers and leaders do “whatever it takes,” often sacrificing personal needs to meet the needs of schools and students. Uncommon hopes to redefine this message to encourage teachers to limit these personal sacrifices; and,
- *Access to Conveniences* – Uncommon also hopes to pinpoint and implement certain conveniences for teachers to help bolster overall school cultures.

Over the course of the 2010-11 school year, each Uncommon region collected additional data in each of these categories. As results, outcomes, and potential solutions will likely vary from region to region, Managing Directors and network COOs are implementing regional plans for improving teacher sustainability to be rolled out in the 2011-12 school year. Uncommon is excited about the opportunity to test solutions and replicate the most successful practices in regions across Uncommon.

CSP PROJECT PLAN

CSP Project Request: Growth of the North Star and Preparatory Networks

For the purpose of this CSP grant request, Uncommon is specifically requesting federal funding for the growth of the North Star Academy Charter Schools in Newark, New Jersey and the Preparatory Charter Schools in Boston, Massachusetts. As mentioned above, North Star is currently at seven schools serving nearly 1,600 students and will grow to fourteen schools serving nearly 5,000 students, 10% of the Newark

school district student population. Preparatory, Uncommon's Boston network, is currently at two schools serving 375 students and will grow to four schools serving nearly 1,800 students. This growth plan is predicated on the intention to close the achievement gap for the students in these networks, providing opportunities for students from low-income families to graduate from college and enter the workforce career-ready.

In addition, the Newark and Boston schools provide an opportunity to test Uncommon's instructional and operational practices in alternative contexts – geographies of different size, philosophy, community involvement, and regulatory requirements - and therefore provide an opportunity for Uncommon to understand what factors must exist for a specific practice to work in a given context. Identifying not only the practices that work, but also the environment in which they work best, is crucial to ensure Uncommon's systems can be replicated outside of the organization.

Project Design

Uncommon Schools has outlined a specific and actionable project plan that clearly delineates the project goals, strategies, and methods for evaluation. This plan is based upon the organization's strong track record in building and scaling up schools that close the achievement gap for low-income students and are designed for near-term sustainability. With each growth period, the organization becomes more efficient and simultaneously more thoughtful about the components that must be present for a school to be successful.

This particular project will be managed by Carolyn Hack, Uncommon's Chief Financial Officer, with direct support from Uncommon's Public Grants Manager, who will serve as the Project Manager. Ms. Hack, a five-year veteran of Uncommon Schools, has a track-record of implementing complex projects (financial, programmatic, and real-estate related) within outlined timeframes and budgets. She has overseen the successful administration of over a dozen state CSP grants, as well as Uncommon's initial Federal CSP award, and serves on the Executive Team along with the Managing Directors of the North Star and Preparatory networks. Ms. Hack's expertise both in the classroom, on the Home Office team, and as a member of the Executive Team have prepared her to effectively steward the grant.

In addition to Ms. Hack's leadership, Managing Directors, Network COOs, and the entire Home Office team will play a concrete role in equipping schools with the talent, resources, and back-office support necessary to start and build schools to scale. Specifically, Managing Directors will have the primary role of hiring and systematically training school leaders through a year-long fellowship and through intensive coaching. As support in this work, the Network Chief Operating Officers will ensure that schools are equipped with the resources required to run a high-performing program while Uncommon's Chief Operating Officer will position central office functions to support schools in regard to recruitment, financial management, human resources, fundraising, real estate acquisition and financing, facility construction and data management. As Managing Directors closely monitor project performance, they will share results with Ms. Hack to ensure project metrics are met. For a detailed look at the project plan see (Attachment 4: Uncommon Project Plan)

Goal 1: Replicate Uncommon's elementary, middle, and high school models to start and scale-up nine new schools.

- Strategy 1.1: Hire and systematically train school leadership through year-long Uncommon Leadership Fellowship and intensive coaching during scale-up years.
- Strategy 1.2: Equip the new schools with the resources necessary to run the highest performing programs.
- Strategy 1.3: Provide A+ Uncommon Home Office support of schools in the start up and scale-up of schools.

The core of Uncommon's work is to ensure each school can deliver on its promise to prepare students to graduate from college as viable citizens. Recognizing that each school requires the leadership and resources to administer a program that fulfills this mission, as well as the home office support to ensure a laser-like focus on student achievement, Uncommon Schools has developed a systematic approach to leadership selection and school start-up operations.

Each Uncommon school leader is hired a year in advance of school opening and spends that year participating in a fellowship that includes practical workshops and hands-on, real-time responsibilities in

existing schools. Part of the work in this fellowship year is to determine the appropriate budget and resource requirements of the school in its start and scale-up years, balancing both the need to provide the best-possible education with the commitment to sustainability. Uncommon's Home Office shares this mission of providing the best-possible support to school leaders – through strategic hiring and infrastructure investment – while still tracking toward sustainability.

Uncommon will evaluate the above replication goal based on its ability to achieve the successful opening of the target number of schools with the planned student enrollment numbers.

Goal 2: Reach or exceed the following student achievement goals:

1. For students enrolled at the schools for 2 or more years, at least 90% of students score Proficient or Advanced-Proficient on State exams;
 2. 100% of all students will graduate from high school;
 3. 90% of graduating students will matriculate to a 4-year college or university;
 4. 75% of 8th grade graduates are enrolled or have graduated from a four-year college.
- Strategy 2.1: Implement Uncommon's Managing Director Dashboard to closely monitor leading indicators of student achievement. (Attachment 5: Uncommon MD Dashboard)
 - Strategy 2.2: Develop and implement targeted professional development rooted in the practices of our highest performing schools.
 - Strategy 2.3: Implement Uncommon School Inspection protocol at schools (Attachment 6: Uncommon Inspection Protocol).

Uncommon has a commitment to exceeding academic achievement goals through rigorous and intentional focus on instruction. Throughout the year, instructional leaders:

- Implement systems of curriculum planning to ensure classroom instruction is aligned to state standards;
- Implement a system of observation and feedback to develop teachers quickly and systematically through the Observation and Feedback Tracker;
- Continually assess student progress towards state standards through interim assessments;

- Carefully monitor student culture to ensure an environment of high academic and behavioral standards flourishes at the school through the School Culture Rubric;
- Monitor staff culture to ensure teachers remain motivated, committed and focused on student achievement through Staff Culture Tracker and Staff Survey; and
- Systematically identify and develop future leaders through stretch assignments and one-on-one coaching on leadership and management skills.

Uncommon will also deliver targeted professional development for new teachers rooted in the practices of its highest-performing schools, including an intensive 3-week summer orientation on the Uncommon Schools model and additional training during the year that targets concrete instructional skills used in high-performing classrooms, geared specifically toward achieving the above results.

A key component of the evaluation of this goal will be each school's inspection visit. To prepare for and implement the Uncommon Schools inspection visit, the outcome of which is not only to identify the schools' three challenges that the inspection team uncovers and shares with the school, but also a series of proven tactics to mitigate these challenges, the schools prepare a self-reflection, collect data, and review changes made since the previous year's inspection. Following the inspection and deep discussion of solutions, the Managing Director of the school leads the team through a process to create an actionable work-plan including systematic follow-up and feedback.

At the network level, Uncommon utilizes various dashboards to monitor performance across schools. In preparation for the 2010-11 school year, Uncommon's Managing Directors identified the seven pillars of a strong school. These seven areas –data-driven instruction, quality observation and feedback, professional development and feedback, school and student culture, staff culture, leadership development, and the quality of classroom instruction –provide the base for the Managing Directors' Dashboard, which tracks school progress in each of these areas. From an operations perspective, each Chief Operating Officer also maintains a COO Dashboard, which tracks school performance against various operational benchmarks. Accompanied with function-level dashboards for each team within the Home Office, these dashboards provide the foundation for the Uncommon Schools Balanced Scorecard, a new performance management tool designed to streamline data and track the organization's progress towards its ambitious goals.

Additionally, Uncommon will evaluate the above student achievement goals based on results on state exams, high school graduation rates, and college graduation and persistence rates

Goal 3: Continue to build replicable systems:

- Strategy 3.1: Refine and implement organizational Balanced Scorecard to track key performance indicators. (Attachment 7: Uncommon Schools Balanced Scorecard)

Over the 2009-10 school year, Uncommon engaged with Ascendant Strategy Management to develop Uncommon's Strategy Map and Key Performance Indicators (KPIs) for the organization as a whole and for each Home Office function. The project was designed to clarify the organization's high-leverage activities, enabling leadership to better manage team performance. Additionally, the tool serves as a benchmark for leaders to identify issues as they develop and create action plans before significant problems arise. From this work, Uncommon articulated its organizational strategy and specific operational initiatives to achieve its essential mission in the following way:

- *Recruitment:* Uncommon is committed to recruiting a smart, mission-driven, tenacious, collegial, self-reflective, and diverse team at its home office and each of its schools.
- *Instruction & School Culture:* Uncommon will develop and support instructional leaders and future leaders to develop and support teachers with systems that yield rigorous and joyful instruction and school culture.
- *Finance & Operations:* Uncommon will develop and support the operations team to implement systems that preserve human resources and ensure the organization's financial health and sustainability.
- *Social Impact:* Uncommon will close the achievement gap at scale, strengthening school systems by sharing what works and improving public education by changing public policy.

With these initiatives outlined, Uncommon will measure its progress in each area with an enhanced dashboard to track the organization's performance as it grows to scale.

Uncommon's newly-implemented Balanced Scorecard is a tool to track how each school is performing in an effort to identify the practices that make the most impact on student achievement and overall organizational effectiveness. The key performance indicators, the majority of which are leading indicators, will be the benchmarks upon which the organization tests its progress throughout the year.

Leveraging public and private grants

Uncommon will use CSP funds for school-based start up expenditures outlined in the Project Plan (Attachment 8: Uncommon Budget Narrative). The funds will also be used in conjunction with Title I, Title IIA, Title IID, IDEA and other state funds to assist in supplementing the planning and implementation of the services, programs, professional development, research, and outcomes. School leaders will create detailed coordinated operation and program plans which will ensure seamless program execution.

Controls to ensure schools receive allocated funding

Uncommon Schools will form an MOU between Uncommon and the school board of the recipient school to ensure each school receives the allocated funding. Uncommon Schools has the necessary staff and resources to allocate funding, including a public grants manager who will be responsible for compliance with the grant timeline and specifications.

Project Management

Key Success Factor #1: Uncommon Talent

Uncommon's success is principally a function of the talent of its leadership. Uncommon is currently led by seven extraordinary executives supported by a cadre of managers of uniformly high quality. For the past decade, Uncommon's senior leadership team members have started among the nation's highest performing charter public schools, serving low-income, urban students. Uncommon's leaders are an impressive team of the "best and brightest" and have a passionate commitment to closing the achievement gap as a moral and economic necessity.

Uncommon's initial leaders –Norman Atkins (North Star), Evan Rudall (Roxbury Prep), John King (Roxbury Prep), Brett Peiser (Boston Collegiate), Doug Lemov (Academy of the Pacific Rim, in Boston), and Paul Bambrick-Santoyo (North Star) –set the groundwork for a sustainable network. Norman Atkins has since left the organization to start Relay Graduate School of Education and still serves as Uncommon Schools Chairman of the Board of Trustees; John King is currently serving as New York State Commissioner for Education. Since their departures, the original team has since been supplemented by Josh Phillips, COO;

Dana Lehman, Managing Director, Boston; and Carolyn Hack (CFO). Uncommon's Managing Directors have recently received significant attention in the press. Doug Lemov was featured in the *New York Times Magazine* for his work developing the *Taxonomy of Effective Teaching Practices*. His book, Teach Like a Champion, has garnered national attention for providing clear and actionable techniques for both beginning and experienced teachers. Paul Bambrick-Santoyo also recently published a book, Driven by Data. In this book, he details Uncommon's data-driven instructional model and demonstrates that the schools that focus on the core drivers that matter separate themselves from schools that do not.

Each of the seven leaders brings complementary expertise to the group and collectively they raise the quality of decisions at the organization. The organization is not reliant on any single person for its long run success and has a well-developed pipeline for future succession and responsibility for leading the organization is firmly in the hands of the seven-person Executive Team. Each of these leaders has the vision and presence to lead Uncommon or to "fill in" if someone were to leave. Further, this team is bolstered by a committed Board of Trustees that continues to provide strategic guidance and support.

In addition to being incredibly intentional about comprising a team of incredibly talented and experienced leaders at the executive level, Uncommon recognizes the importance of ensuring that each school leader is also able to focus on what they do best. Each network of schools is led by one of the four Managing Directors who visit individual schools on a weekly basis. The schools within each network are given considerable autonomy to implement the core tenets in their own way and share their effective practices across the network. Each of the four Managing Directors has a different area of particular expertise: instructional strategies; data-driven instructional practices through the use of internal assessments; literacy and planning; school culture and managing adults. In addition, Associate Managing Directors and COOs provide the focused instructional and operations support as well as a deep pipeline of talent from which to draw.

Recruiting and supporting talented leaders and teachers

As discussed at length in the Human Resources portion of this document, Uncommon is actively recruiting talented teachers and leaders and finding ways to make its work sustainable. Uncommon has successfully retained leaders and teachers to date through actionable professional development for all career levels. Once leaders are selected, Uncommon provides rigorous training, systematic operational support, and ongoing guidance and coaching through the Leadership Fellowship Program. This year-long fellowship occurs before the future leaders' schools open and incorporates the following:

- *Summer and yearlong professional development sessions:* Sessions are led by Uncommon leaders and cover topics that include instructional leadership, organizational leadership, cultural leadership, and operational management. Specific courses include some of the following: Data-driven Instruction, Curriculum Planning, Observation and Feedback, Managing Teachers, Managing Teams and Groups, Personal Effectiveness, Creating Culture and Systems around Discipline, Systems-building and Operations, and subject specific content and methods.
- *A semester-long residency:* Fellows spend the fall and winter at an Uncommon school, which involves the completion of several pre-determined deliverables –all aligned with their respective leadership development plans –designed to increase expertise in the areas of curriculum, instruction, leadership and operations. Instructional fellows are also expected to teach across multiple subject areas and grades and to observe and provide feedback to a select group of teachers.
- *A planning semester:* During the spring, each rising school leader works closely with Uncommon leadership and his or her instructional or operational partner to complete the pre-opening work of student recruitment, teacher recruitment and hiring, program development, facilities development, purchasing, and other instructional and operational tasks. Leaders develop an individualized instructional or operational roadmap based on Uncommon's prior experience starting schools.
- *Visits to high-performing charter schools:* Fellows visit schools both within and outside the Uncommon network to inform school design and to learn best practices. In addition to individual visits, the full

leadership cohort completes 3-4 group visits to shape their eye for school design and to allow time for leaders to collaborate.

Throughout the residency year and beyond, school leaders receive intensive mentorship from Uncommon senior leaders. Uncommon also provides ongoing professional development aligned to the needs of each leader, in addition to providing opportunities to connect with and collaborate across the Uncommon network. In January 2011, Uncommon graduated 14 instructional and operational leaders who then created the blueprint for each of the four schools opening this fall.

Uncommon also knows that without great teachers, nothing else matters. It devotes extensive resources to recruiting, developing, and retaining an exceptional teaching staff across its schools. Uncommon hires teachers who share a sense of urgency about the mission and a commitment to teaching until all students learn. Teachers plan their lessons in line with curricular standards and goals, and develop meaningful assessments to measure student learning. They maintain the highest expectations for all students and a steadfast refusal to make excuses for them. Classroom by classroom, student by student, Uncommon's teachers make a difference, generating results quickly.

Key Success Factor #2: Uncommon Systems

Schools benefit from a network effect through which solutions and programs developed in one school can quickly be brought to the attention of other schools. A single school's effective solution – the implementation of standardized binders for all students, for example – could quickly be shared and replicated throughout the network. Effectively implemented, this sort of simple practice can exponentially increase the rate of improvement among entrepreneurial schools.

In very tangible ways, schools benefit from sharing best practices around curriculum development, instruction, assessment, and school operations.

- Each time a new cohort of schools is started –and therefore existing systems, tools, and practices are adapted –systems, tools, and practices are refined and improved. With each subsequent implementation, the tactic becomes more refined, relevant, and replicable, as unforeseen execution

barriers are thereafter eliminated for the next replication. In the case of Uncommon's inspection visits, for example, high success at elementary school inspections on which the visiting Principal was another elementary Principal led the Human Capital team to revise the process to better match Principals with each other. In doing so, not only does the host Principal benefit from feedback regarding elementary-specific work, but the visiting Principal also has the opportunity to learn and take back best practices identified on the visit. Each iteration in system adoption incorporates the lessons learned and identifies creative additions to a process, making it easier to manage and replicate.

- Uncommon has centralized its Special Education services at its home office in order to build a strong program for students with disabilities across networks. Uncommon will continue to develop programs and services that best support the needs of school-based Special Education Coordinators and teachers in four key areas: orientation services, support services, consultative services, and provision of resources.
- Uncommon brings teachers together from across its schools for periodic workshops and training sessions. Managing Directors lead sessions on topics such as academic instruction, interim assessments, and school culture.
- Each year, the organization also brings principals and teachers together for an annual Master Teacher Retreat to focus on methods to raise the bar and further transform Uncommon's schools. Participants engage in a series of workshops to refine and enhance their behavioral and academic techniques to drive excellence in their schools. Approximately 150 teachers and leaders from across the organization gather for a long weekend of intensive professional development. While the last two days of the retreat focus on new components of the *Taxonomy of Effective Teaching Practices* and other instructional tools, the first two days are geared towards developing new and existing school-based leaders. Unlike the Leadership Development Retreat outlined below, the Master Teachers' Retreat includes secondary school-based leaders, including subject leads, department chairs, and grade-level chairs. In many cases, the retreat represents the first formal leadership training for these

second-tier leaders, as they begin to take on observation and people management responsibilities within their respective schools. In that way, the Master Teachers' Retreat enables Uncommon to both identify and cultivate its pipeline of potential leaders early in the life cycle of a teacher. For the 2012 Master Teachers' Retreat, Uncommon plans to offer the following workshops: *Observation, Feedback, Coaching, Data-Driven Instruction 201, Teacher to Leader, Time and Task Management*

- Held annually during the month of February, Uncommon's Leadership Development Retreat is a three-day gathering that brings together instructional and operational leaders from across Uncommon's schools and Home Office for professional development workshops and team-building exercises, enabling leaders to forge key relationships across the network. In addition to these activities, the retreat is also an ideal time to launch organization-wide initiatives. Uncommon's 2012 Leadership Development Retreat will primarily focus on sustainability. In addition to case studies centered around the topic, workshops will target building positive school and staff cultures and additional techniques for effective people management, all integral to the long-term success of individual schools and the organization as a whole as it continues to grow. Further, each workshop capitalizes on the expertise of Uncommon's senior leadership, enabling them to share the best practices exhibited across schools they manage. Below is a brief outline of the training modules planned for the 2012 retreat: *Creating a Powerful Staff Culture, Putting It All Together, and Student Culture: Management Systems for K-8*.
- Across the year, schools host residencies for both school leaders and teachers. The residents benefit from spending concentrated time in high-achieving schools as a way to inform their own practice.
- The organization hosts a four-day summer training for the school-based Directors of Operations that covers the role of the Director of Operations, fiscal responsibilities, technology training, and role playing for specific scenarios. Additional monthly workshops address tactical training in such areas as student recruitment, food service, and student information systems and also serve as an opportunity to share lessons learned across the schools.

- Over the course of 2011-12, Uncommon is implementing A Better Lesson, an online forum designed to facilitate best practice sharing of content –including lesson plans, unit plans, video clips, and documents –between grade-level teams, teachers, and school staff. Master Teachers will serve as curators of groups and lead the practice to embed it in teachers’ daily routines and provide a resource as teachers prepare across the year. The goal is to have each Uncommon School on the program by the end of the year.

Key Success Factor #3: Uncommon Partners

Uncommon would not be where it is today without the strong support of committed funders and partners. Uncommon has developed a number of key initial partnerships to further its work. Most notably:

UKA Teacher U / Relay Graduate School of Education:

Teaming with KIPP and Achievement First, Uncommon helped to launch Uncommon Knowledge and Achievement (UKA), which in turn created Teacher U, an innovative teacher training institute in partnership with Hunter College. In the summer of 2011, Teacher U will formally be renamed Relay Graduate School of Education (RGSE), the first independent institution of higher education in New York State since Bank Street opened in 1916. At RGSE, teachers receive high-quality training and earn teaching certification and Master’s degrees over the course of a two-year program. More than 393 teachers are currently enrolled in RGSE, including 81 teachers from Uncommon. Over time, the program will grow to serve 1,000 teachers annually.

Today, RGSE is expanding the scope of its work to meet the tremendous need for teachers specifically prepared to teach in urban public schools. In the Fall of 2011, RGSE will continue to offer the traditional UKA Teacher U programs, enhance opportunities for online instruction, and launch an alternative certification program for teachers in Newark.

Teach For America:

Uncommon works with Teach For America (TFA) both to place TFA Corps Members into its schools across the organization and to recruit TFA alumni to teach at its schools. Uncommon has been incredibly grateful for the talented individuals who have joined the Uncommon team from TFA.

Advocacy and Public Policy Partnerships:

Uncommon is committed to improving public education by improving public policy. Although the organization is just beginning this work, Uncommon will initially have the greatest impact at the regional level, pursuing policy opportunities and mitigating advocacy challenges unique to each geography. Uncommon was heavily involved in Race to the Top legislation in New York State, including drafting and reviewing language around merging school entities and boards. More recently, Uncommon's New York City schools have partnered with Democracy Builders to begin to mobilize parents and families of charter schools throughout the city to support pro-charter policies and candidates. This work has been hugely successful for Uncommon with unprecedented numbers of Uncommon families at a recent Panel for Education Policy meetings to combat anti-charter sentiments as space considerations become more urgent.

The leaders of Roxbury Prep were heavily involved in Massachusetts legislation to lift the charter cap in 2010. The school's Co-Director of Operations and Finance not only hosted elected officials and served on various informative panels about the education reform movement in the area, but also helped draft components of the legislation. Through this work, Roxbury Prep—and now Uncommon—have cultivated strong relationships with both local and state officials.

Similarly, Uncommon maintains strong relationships with Newark Mayor Cory Booker and New Jersey State Education Commissioner Chris Cerf. With a direct line to the staffs of both officials, leaders from Uncommon and North Star have served in both formal and informal advisory roles on education policy decisions. Recently, North Star Academy has also begun to mobilize its parents through a focused parent activation campaign, and looks to expand its parent-based efforts as the school begins to move into district facilities in the coming years.

Philanthropic Support:

This past year, Uncommon again received record support from its funders despite the challenging economic environment. Uncommon has been grateful for the loyalty and commitment of its long-time supporters, many of whom provided multi-year, record-setting gifts to ensure the organization continues to grow, including the Robertson Foundation; the Robin Hood Foundation, The Charles Hayden Foundation and the Walton Family Foundation.

Despite economic conditions that continue to change the economic landscape, Uncommon has demonstrated success in both retaining and recruiting philanthropic partners. Entering the 2011-12 school year, the Development Team has retained 98% of its institutional and individual donors from the previous year. In addition to maintaining partnerships with its philanthropic leaders, Uncommon is always working to expand its cadre of strong philanthropic partners; Uncommon is proud to announce that it has built new philanthropic relationships with several institutions, including the Hearst Foundations, Capital One, and the Hyde and Watson Foundation over the last year. Similarly, Uncommon has worked over the course of the 2010-11 school year to build its pipeline of individuals. Despite the challenging economic environment, individual donors have become a growing source of support for Uncommon. The organization looks to capitalize on the development team's track record at identifying, cultivating, and stewarding private donors to support growing capital needs across the organization in the coming years.

Uncommon is confident the remaining philanthropic capital needs required to grow to 44 schools will be met by meaningful new gifts and commitments from both current donors and new prospects. With a renewed focus on current donor stewardship and effective donor prospecting, the Uncommon Development team is poised to effectively identify and welcome the mission-aligned individuals, corporations, and foundations to support the organization's ambitious growth.

Key Success Factor #4: Accountability and evaluation

Uncommon evaluates the success of its management plan and programs first and foremost using student achievement results. Student achievement is the organization's bottom line, and Uncommon uses data from both interim assessments, state test scores, and graduation statistics to drive all curriculum

development and reform. Uncommon also understands the importance of tracking the implementation and prioritization of its management decisions. Uncommon uses Balanced Scorecard and the Managing Director Dashboard to closely monitor leading indicators of student achievement, as well as to collect data on teacher satisfaction. In addition to evaluating the effectiveness of management decisions, Uncommon uses student enrollment as a metric for evaluating the success of its programs. Uncommon closely tracks student enrollment figures, attrition and wait list numbers in order to evaluate the demand for its programs.

In addition to evaluating the overall success of student achievement and enrollment, Uncommon carefully evaluates its Home Office functions, such as the professional development offered to school staff. The Human Capital team conducts qualitative evaluations of all professional development offered to teachers, school leaders, and other staff members to ensure all training offered is both relevant and effective. Also, in order to evaluate financial controls, the Finance team compares budget projections to actual revenues and expenses each month to ensure each school is using its funding according to grant guidelines and is tracking towards financial sustainability. Upon the award of this CSP grant, detailed expenditure reports will be produced, in accordance with grant reporting requirements, to ensure that Uncommon Schools is a responsible steward of federal resources.

Uncommon recognizes that its most important resources are its people and is therefore committed to their continuous development and growth. Through a 360 review process, staff members are provided with feedback to improve performance and ensure they are provided with the resources they need to be successful. Uncommon is committed to the evaluation and improvement of both its academic programs and operations systems. Through these evaluations, the organization refines its programs, resulting in multiple iterations of programs that ensure feedback is constantly used to drive improvement.

At the individual school level, each Uncommon school implements multiple school-wide assessments and administers them consistently to determine students' progress toward each performance standard, and to allow teachers to adjust curricula appropriately. Assessments include:

- Pre-year assessments administered to determine individual student skill levels in Reading, Writing, and Math;

- Internally-developed Interim Assessments aligned with State Learning Standards, administered every 4-6 weeks initially in Reading, Writing, and Math and, at some schools, in Science and Social Studies; and
- Norm-referenced assessments in Math and English Language Arts using the TerraNova.

Each school, while varying in the design and administration of the assessments, uses interim assessments to build a foundation for classroom instruction and lesson planning. The results then provide teachers with ongoing feedback on their students' progress in meeting state standards so they know, at any moment, which students have mastered what topics and which students have not. Armed with this information, teachers are better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment to show a student in need.

As the various assessments mentioned above track student progress within each school, Uncommon utilizes two valuable tools, a monthly dashboard and a year-end report card, to assess the performance of all schools across the network. As key components of the schools' commitment to accountability and data-driven instruction, these performance measurement tools provide the Uncommon leadership team and school leaders with critical school-level data in the areas of student achievement, student attrition, student attendance, and staff attrition. Schools complete the dashboard on a quarterly basis and the report card annually. Home office leaders are able to track performance across schools and to identify areas of both success and concern.

Another essential piece of the organization's performance measurement system is the annual school inspection visit mentioned in the previous section of this narrative. Uncommon leaders and Managing Directors spend a day observing each school in action, both to provide feedback and to leverage best practices, expertise, and perspective across the network. Each visit results in valuable oral and written feedback outlining the school's strengths and areas for enhancement. The visiting team provides concrete recommendations that underscore ways for the school's leadership to take immediate action. The results of the inspection provide important qualitative data and recommendations that serve to contextualize the quantitative data from the performance dashboard and year-end report as the school moves forward. Each year, the board is required to fill out a survey about the effectiveness of Uncommon's leadership and

execution of its organizational priorities, which is reflected upon and then incorporated into departmental goals for the following year.

Uncommon is committed to the project of building and sustaining schools that drive student achievement and will judge its success on its ability to close the economic and racial achievement gaps as well as the college persistence gap between students from low-income families and their high-income peers. Uncommon's progress towards these goals is measured primarily on the organization's Balanced Scorecard, a rigorous analysis of the most crucial drivers of student achievement, as well as the quantitative and qualitative metrics in the evaluation tools mentioned above. Uncommon knows that a moral obligation to serve students is simply not enough. To achieve its mission, the organization must devote the time, resources, and thought to gathering and analyzing data. Only these inputs will ensure Uncommon is on the right track, and make course corrections when necessary. Uncommon is committed to rigorously evaluating its work in order to achieve its goal of equipping each student with what he or she needs to be succeed in college and life.

CONCLUSION

Students who enroll in an Uncommon school make a commitment to a rigorous academic model, a longer school day and year, and participation in a culture of high expectations. Uncommon students and families do this so students can develop the skills necessary to enter, succeed in, and graduate from college, and ultimately enter the workforce career-ready. Uncommon seeks to meet their commitment and investment with its own commitment to the creation of a school culture that supports hard work, academic risk-taking, intellectual curiosity, and the development of leadership skills.

Uncommon has been intentional in the development of its people, systems, and partnerships in order to fulfill this mission and is poised to grow to serve nearly 16,000 primarily low-income students across five geographic areas – each in desperate need of high-quality educational choices for students. Uncommon Schools is grateful for the opportunity to request \$4.256M in federal CSP funding to support the growth of the North Star and Preparatory networks. In this critical time of growth and expansion for the organization,

CSP funding will leverage the stellar progress already made by Uncommon’s school leaders, teachers, students, and home office staff to drive outstanding results for the students who need it most.

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STUDENT ENROLLMENT BY UNCOMMON SCHOOL NETWORK	Grade Levels Full Enrollment	School Opening Date	NY/NJ State PCSP AWARD AMOUNT	2010 CSP GRANT AWARD AMOUNT	2011 CSP GRANT REQUEST AMOUNT	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Excellence Network														
Excellence CS of Bedford Stuyvesant ES (Boys)	K-5	August-04	\$525,000	\$0	\$0	325	357	386	392	392	392	392	392	392
Excellence CS of Bedford Stuyvesant MS (Boys)	6-8	August-09	\$0	\$0	\$0	98	133	143	174	208	239	268	274	274
Excellence CS of Bedford Stuyvesant ES (Girls)	K-5	August-09	\$600,000	\$0	\$0	230	307	380	407	407	407	407	407	407
Excellence CS of Bedford Stuyvesant MS (Girls)	6-8	August-13	\$0	\$0	\$0	0	0	0	44	114	181	247	274	274
TOTAL EXCELLENCE NETWORK ENROLLMENT						653	797	909	1,017	1,121	1,219	1,314	1,347	1,347
Collegiate Network														
Williamsburg Collegiate MS	5-8	August-05	\$525,000	\$0	\$0	253	253	253	253	253	253	253	253	253
Kings Collegiate MS	5-8	August-07	\$525,000	\$0	\$0	250	261	261	261	261	261	261	261	261
Bedford-Stuyvesant MS	5-8	August-08	\$600,000	\$0	\$0	209	265	274	274	274	274	274	274	274
Brownsville Collegiate MS	5-8	August-09	\$700,000	\$0	\$0	161	220	254	254	254	254	254	254	254
Uncommon Charter High School	9-12	August-09	\$0	\$0	\$0	71	158	325	505	583	622	591	532	599
Ocean Hill Collegiate MS	5-8	August-10	\$600,000	\$0	\$0	77	139	209	265	274	274	274	274	274
Brooklyn East Collegiate MS	5-8	August-10	\$600,000	\$0	\$0	77	139	209	265	274	274	274	274	274
Brooklyn High School #2	9-12	August-14	\$0	\$0	\$0	0	0	0	0	239	468	687	944	1,037
TOTAL COLLEGIATE NETWORK ENROLLMENT						1,098	1,435	1,785	2,077	2,412	2,680	2,868	3,066	3,226
Preparatory Network														
Leadership Prep Bedford Stuyvesant ES	K-5	August-06	\$525,000	\$0	\$0	352	382	410	410	410	410	410	410	410
Leadership Prep Bedford Stuyvesant MS	5-8	August-10	\$0	\$0	\$0	46	92	134	204	236	265	293	293	293
Leadership Prep Brownsville ES	K-5	August-09	\$600,000	\$0	\$0	201	283	362	387	412	412	412	412	412
Leadership Prep Brownsville MS	5-8	August-13	\$0	\$0	\$0	0	0	0	46	90	159	226	254	281
Leadership Prep Ocean Hill ES	K-5	August-09	\$700,000	\$0	\$0	145	230	307	380	407	407	407	407	407
Leadership Prep Ocean Hill MS	5-8	August-14	\$0	\$0	\$0	0	0	0	0	46	119	188	254	281
Leadership Prep #4 ES	K-5	August-12	\$700,000	\$0	\$0	0	0	145	230	307	380	407	407	407
Leadership Prep #4 MS	5-8	August-16	\$0	\$0	\$0	0	0	0	0	0	0	46	119	188
TOTAL PREPARATORY NETWORK ENROLLMENT						744	987	1,358	1,657	1,908	2,152	2,389	2,556	2,679
Boston Network														
Roxbury Prep Charter School	5-8	Aug-99	\$360,744	\$0	\$0	265	300	300	300	300	300	300	300	300
Grove Hall Prep Charter School	5-8	Aug-11	\$0	\$0	\$275,000	0	75	150	225	300	300	300	300	300
Dorchester Prep Charter School	5-8	Aug-12	\$0	\$0	\$600,000	0	0	75	150	225	300	300	300	300
Roxbury Prep Charter School High School	9-12	Aug-15	\$0	\$0	\$0	0	0	0	0	0	140	340	530	740
TOTAL BOSTON NETWORK ENROLLMENT						265	375	525	675	825	1040	1240	1430	1640
North Star Network														
North Star Academy Downtown MS	5-8	August-96	\$175,000	\$0	\$0	243	260	260	260	260	260	260	260	260
North Star Academy Clinton Hill MS	5-8	August-05	\$0	\$0	\$0	285	285	285	285	285	285	285	285	285
North Star Academy Vailsburg MS	5-8	August-10	\$0	\$600,000	\$0	75	149	225	285	285	285	285	285	285
North Star Academy HS #1	9-12	August-00	\$0	\$600,000	\$0	231	279	338	360	432	497	544	585	585
North Star Academy Vailsburg ES	K-4	August-07	\$0	\$400,000	\$0	300	375	375	375	375	375	375	375	375
North Star Academy ES #2	K-4	August-10	\$0	\$600,000	\$0	75	150	225	300	375	375	375	375	375
North Star Academy ES #3	K-4	August-11	\$0	\$600,000	\$0	0	75	150	225	300	375	375	375	375
North Star Academy ES #4	K-4	August-12	\$0	\$0	\$600,000			75	150	225	300	375	375	375
North Star Academy MS #4	5-8	August-12	\$0	\$0	\$600,000			75	149	225	285	285	285	285
North Star Academy ES #5	K-4	August-13	\$0	\$0	\$600,000			75	150	225	300	375	375	375
North Star Academy MS #5	5-8	August-13	\$0	\$0	\$600,000			75	149	225	285	285	285	285
North Star Academy ES #6	K-4	August-14	\$0	\$0	\$600,000				75	150	225	300	375	375
North Star Academy MS #6	5-8	August-14	\$0	\$0	\$600,000				75	149	225	285	285	285
North Star Academy HS #2	9-12	August-16	\$0	\$0	\$200,000						55	160	260	260
TOTAL NORTH STAR ENROLLMENT						1,209	1,573	1,858	2,090	2,312	2,452	2,499	2,540	2,540

True North Network														
True North Rochester Prep ES	K-4	August-10	\$0	\$600,000	\$0	150	225	300	375	375	375	375	375	375
True North Rochester Prep MS	5-8	August-06	\$525,000	\$0	\$0	267	267	267	267	264	262	266	266	266
True North Troy Prep ES	K-4	August-11	\$0	\$600,000	\$0	0	57	114	171	228	285	285	285	285
True North Troy Prep MS	5-8	August-09	\$600,000	\$0	\$0	113	166	217	217	217	217	217	217	217
Genesee Prep ES #2	K-4	August-12	\$0	\$600,000	\$0	0	0	150	225	300	375	375	375	375
Genesee Prep MS #2	5-8	August-11	\$0	\$600,000	\$0	0	78	140	207	265	267	267	267	267
TOTAL TRUE NORTH NETWORK ENROLLMENT						530	793	1,188	1,462	1,649	1,781	1,785	1,785	1,785

PAUL BAMBRICK-SANTOYO

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EDUCATION:

City University of New York-Baruch College. New York, NY. M.Ed. August 2003.
Masters: Educational Administration. GPA: 3.90/4.00.

Duke University. Durham, NC. B.A. May 1994. Graduated Magna Cum Laude.
Major: Social Justice (Program II: self-directed curriculum). GPA 3.75/4.00.

Relevant Courses (M.Ed. & B.A.): Leadership in New School Start-Up; Model Schools in Low-Income Urban Neighborhoods; Leadership in Two Languages; Observation & Supervision of Teachers; Standards, Assessment & Curriculum; Religion & Race; School Finance.

Awards: 2007 YMCA Principals Award; 2002-2003 New Leaders for New Schools Fellow; 2001 Colegio Vista Hermosa (CVH) Duc in Altum Award (top teacher selected by students); 1999 CVH Teacher of the Year (selected by colleagues);

EXPERIENCE:

North Star Academy Charter School. Newark, NJ. 2002-present.

Managing Director. 2004-present.

Led high-achieving 5th-12th grade school serving students in one of the lowest-performing districts in New Jersey. Placed 100% of first graduating class in four-year universities. Initiated and led data-driven instructional plan: designed 50 interim Math and Literacy assessments (grades 5-12) that led to strongest ever schoolwide performance on national/state exams. Co-led virtue-driven culture using rituals/traditions from students' cultures (Djembe drum call, Community Circle gatherings, etc.). Primary manager of \$3.5 million budget: wrote grants, supervised purchasing, and led personnel decisions. Participated in founding of second North Star middle school (expected September 2005).

Associate Director / New Leaders for New Schools Fellow. 2002-2004.

One of 33 New Leaders for New Schools fellows selected from 300+ applicants to be trained in leading and transforming low-income urban schools. Placed at North Star Academy to facilitate seamless leadership transition with school founder. Observed and supervised teachers and co-planned schoolwide professional development. Coordinated Gear-Up college incentive grant, participated in grant-writing/fund development, and taught 10th-11th grade Spanish.

New Leaders for New Schools. New York, NY. *Adjunct Faculty member.* 2004-present.

Chosen from nationwide search to teach "Data-Driven Instruction" to aspiring urban principals from New York, Chicago, Bay Area (CA), Memphis, New Orleans, Baltimore and Washington, DC. Trained over 600 principal fellows 400 other school leaders in past three years. Centered course on using interim and year-end assessments to drive change in instructional practice. First graduate of New Leaders for New Schools to be invited back as a full faculty.

Colegio Vista Hermosa. Mexico City, Mexico. 1996-2002.

Assistant Principal. 1999-2002.

Led eighty teachers from 6th to 10th grade in Catholic bilingual school (coordinated teachers in both English and Spanish). Led successful three-year strategic plan to achieve international certification as a Middle Years Program School of International Baccalaureate Organization. Co-founded parent-teacher alliance, student-parent workshops, and student leadership retreat. Designed and initiated staff development plan, teaching week-long workshops and supervising/evaluating teachers. Primary curriculum developer: facilitated re-design of all subjects integrating faith, values and social issues. Initiated grade-level teams that designed interdisciplinary projects. Co-led Faculty Retreat.

English Department Chair. 1997-1999.

Coordinated ten teachers from 6th-12th grade while teaching full-time. Increased performance of 12th grade students in TOEFL exam (Test of English as a Foreign Language) from 79% to 99% pass rate in three years. Facilitated transition to criterion-referenced rubrics. Founded speech, debate and writing contests. Coordinated teacher hiring and training.

English Teacher, Counselor, Basketball Coach. 1996-1999.

Re-wrote curriculum for 7th-9th grade with student-centered thematic units that integrated moral formation. Over three years taught every grade from 7th to 12th. Guidance counselor for group of 9th grade students. Led 8th grade basketball team to first city championship. Facilitated Model UN Club that included participation in New York's NHSMUN.

PAUL BAMBRICK-SANTOYO

EXPERIENCE (con't.):

Spring Hill College. Mobile, AL. *Campus Minister for Social Justice & Liturgy at Jesuit College.* 1994-1996.
 Founded, designed and led five programs. Initiated first-ever international mission trips, leading 20-member teams to work in partnership with parish in rural Mexico. Initiated Ministry Leadership Development Program which expanded student leadership base from 10 to 75 students. Founded Urban Immersion Weekends and *ESCAPE* (first-year orientation program). Doubled campus participation in share-your-Christmas program and Peace & Justice Week. Led all liturgical programs including Masses, choirs, and ministers. Designed and implemented various retreats.

Duke University. Durham, NC. *Co-initiator and Course Instructor.* 1992-1993.
 Founded and taught two courses: "Towards a Theory of Community Education" (lessons included cooperative learning, conflict mediation, book-making, and oral histories) and "Exploring the Links Between the Environment and Social Justice." Taught 40 students in each course under supervision of Education and Environment Institute faculty. .

Duke Community Service Center. Durham, NC. *Member of Founding Board of Directors.* 1990-1993.
 Participated in design and implementation of structure and constitution. Helped expand Center to operating budget of \$150,000 and service to 4,000 volunteers. Led the Education Task Force, a coalition of thirteen service groups of over 600 volunteers. Founded and led *BUILD 'n Durham*, a program developing student leadership in community activism.

ONGOING PROFESSIONAL DEVELOPMENT:

International Baccalaureate Organization. Formal workshops about International Baccalaureate, Primary Years Program, and specific Middle Years Program workshops on English, Technology, and MYP Coordination. 1999-2001.

Iberoamericana University. Workshop: *Ausubel's Meaningful Verbal Learning.* 1998.

National Autonomous University of Mexico (UNAM). Graduate-level workshop: *Theory and Practice of Testing Reading for Academic Purposes.* 1996.

RELATED ACTIVITIES/SKILLS:

Completely fluent in Spanish; pianist; five-sport athlete; computer skills: word processing, Power Point, Excel.

CAROLYN S. HACK

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Brooklyn, NY 11205

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EDUCATION

2003-2005	COLUMBIA BUSINESS SCHOOL MBA, May 2005 Leadership: Chair of the “12 th Annual Net Impact Conference” Awards: Joanne Martin Award for Public and Nonprofit Management, Deans List, Beta Gamma Sigma	New York, NY
2001-2002	STANFORD UNIVERSITY, School of Education MA, Educational Policy and Evaluation, June 2002 GPA 4.0	Stanford, CA
1993-1997	THE JOHNS HOPKINS UNIVERSITY BA, Economics and French, May 1997 Deans List, GPA 3.4 Member: Women’s Varsity Soccer Team	Baltimore, MD

EXPERIENCE

August 2006- Present	Uncommon Schools Chief Financial Officer (January 2009-Present) Director of Finance (August 2006-December 2008) <ul style="list-style-type: none"> • Works with CEO and COO to define and implement of a sound fiscal strategy to meet organizational priorities and goals. • Monitors, updates, and forecasts organizational budgets; analyzes financial condition of respective organizations; and conducts strategic planning. • Manages budgeting process for USI and all USI schools and subsidiaries: Works with members of the senior leadership team and USI Board to create annual USI budget; oversees development and maintenance of school-based budgets; oversees and supports school leaders in school-level financial decision-making; monitors status of USI and school-based budgets and cash flow at all times. • Creates, implements, and monitors policies and systems for bookkeeping, accounting, purchasing/procurement, reimbursements, expense reports, workflow/approvals for multiple entities, and other fiscal functions. • Manages the USI finance team and works closely with individual schools to ensure flawless execution of core finance functions. • Establishes and enforces policies and internal controls, procedures, and systems at USI and all USI schools and subsidiaries to ensure legal and regulatory compliance. • Advises USI and School Boards on investment decisions for annual surplus and building funds. • Recruits and builds best of breed finance team: hires, trains, develops and appraises staff energetically and effectively. • Serves on senior leadership team, problem-solving major institutional issues and modeling professional values. 	New York, NY
May 2005- June 2006	Anchor, Inc Associate Executive Director, Deputy of Development and Administration <ul style="list-style-type: none"> • Improved financial management of the organization through the development of a comprehensive cash flow analysis and annual budgeting process with partner schools. • Oversaw annual operating and capital budgets, annual audit process and all financial reporting to Board of Directors, foundations and other external stakeholders. Worked with bookkeeper to strengthen accounting processes. • Served as the liaison to the Finance and Development Committees to address relevant topics and draft policy. 	New York, NY

- Designed strategic planning process, in coordination with Board of Directors and consultants. Set goals for planning process, participated in environmental scan data collection, worked with sub-committee to facilitate planning session.
- Oversaw a large scale capital renovation project, working closely with architects and school partners to ensure the project's completion within approved scope, budget and timeline.
- Designed new program Theory of Change evaluation model across partner schools.
- Worked with Board and Executive Director to set annual goals, develop and implement a plan to meet targets, manage donor relationships and foundation grant process.

June 2004-
May 2005

The Boys and Girls Club of Boston

Boston, MA

Summer Associate, Assistant to the CFO

- Designed, compiled and implemented the first internal Monthly Management Report that currently serves as a management tool for the organization.
- Analyzed the financial health of the organization through an extensive "Peer Group Analysis."
- Created a new set of sophisticated benchmarks to which BGCB can manage by using findings from the Peer Group Analysis, in particular, as a reference tool.
- Analyzed the organization's capital structure, revenue sources, and cash flow model to help the organization identify current strengths and weaknesses, and potential future analysis projects.
- Designed a new "Risk Analysis" framework for the organization's cash flow and revenue analysis that helps to more effectively manage the uncertainty associated with annual operations and programming.
- Improved the effectiveness of the annual budgeting process by completing a comprehensive "Seasonality Analysis."
- Led "Outcomes Analysis" initiative. Set up sustainable data-base management system, determined analysis criteria, and created initial Outcomes report.

1997-2001
2002-2003

The Branson School

Ross, CA

Teacher, Coach, Advisor

- Taught all levels of high school mathematics (Algebra 1, Geometry, Algebra 2, Pre-Calculus, and Calculus,) Statistics and Economics.
- Designed and implemented Economics elective program at Branson; created curriculum, gained University of California credit approval, taught initial years of Microeconomics and Macroeconomics.
- Received "Outstanding Young Teacher Award" in June 1998 from Head of School and Yearbook dedication from Senior Class in 2001-2002.
- Coached California North Coast State Championship Girl's Varsity Basketball Team 1997-2002. Coached Junior Varsity Girl's Soccer team 1997-2002.

**OTHER PROF.
DEVELOPMENT**

2007-2009

The Broad Residency in Urban Education

New York, NY

Broad Associate, Uncommon Schools

Uncommon Schools

PREPARATORY EXCELLENCE NORTH ★ STAR COLLEGIATE TRUE NORTH LEADERSHIP

Uncommon Schools

Operational Leadership Fellowship Program Guidebook 2011-2012

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”
John Quincy Adams



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Welcome to the Uncommon Schools Howitt Operational Leadership Fellowship!

Congratulations on your selection for the Uncommon Schools Howitt Operational Leadership Fellowship Program. You are part of a highly selective group of future leaders that will help drive the growth of more Uncommon Schools – to a total of 44 schools over the next few years!

You come from a variety of backgrounds and span all four regions of Uncommon Schools. We are thrilled to have you as part of the school leadership and Uncommon Schools family, and excited to work with you to continue to build great schools.

This Fellowship program is a critical part of ensuring that we continue to create high-quality, high-achieving schools that work to close the achievement gap. By immersing you in the practices of our successful schools, our hope is that you not only learn the great practices that have helped them close the achievement gap, but that you also build on them and make them even better.

“Leadership development is a lifetime journey, not a quick trip.”

- John Maxwell

Consider this an initial guidebook for your journey towards a lifetime of leadership development. In it, we’ll cover what you need to pack for the journey (the skills and professional development we’ll provide and help you cultivate), what you’re going to see (the deliverables and plan for your placement at the school) and where you’re going to go (the start-up roadmap you’ll complete to build the foundation for your school).

As the 2010-2011 Leadership Fellows, you are an impressive group of leaders and we are honored to embark on this journey with you. We have a lot of work ahead of us, but there is no more urgent and important work.

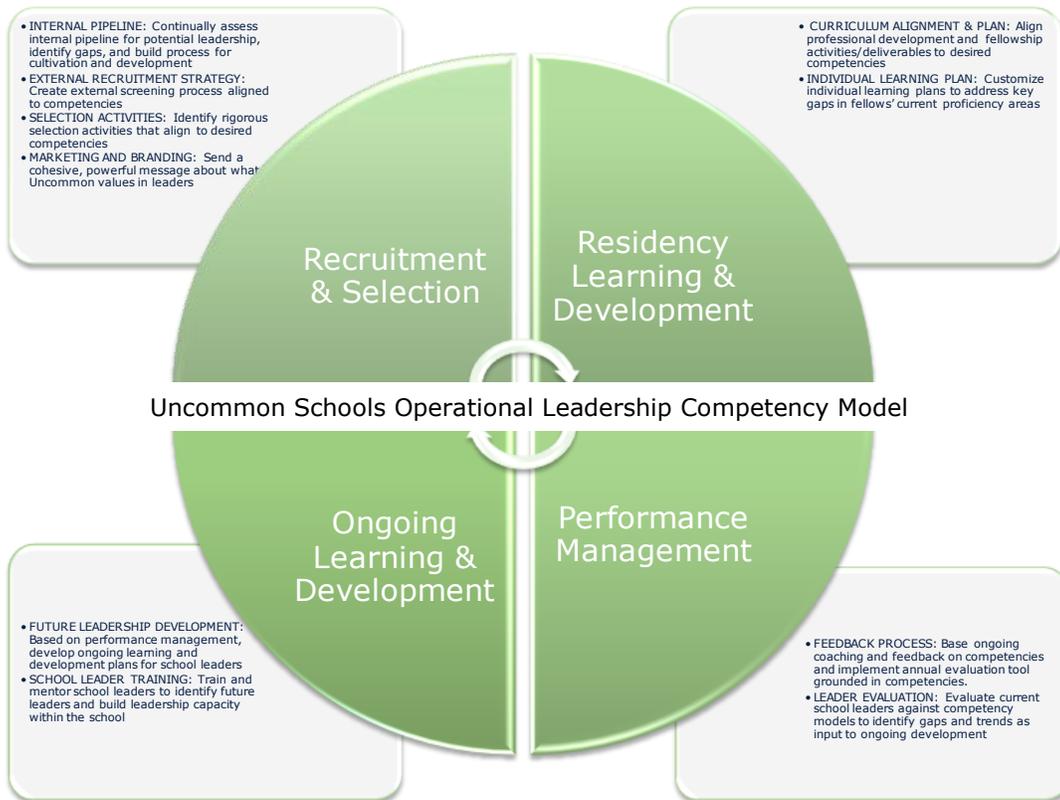
Best wishes,

The Organizational Learning Team
Uncommon Schools

Overview of Uncommon Leadership Fellowship Program

The Uncommon Schools Leadership Fellowship Program was created to strategically identify, develop, and support leaders across the organization. As the organization looks to grow to 34 schools by 2012 and to a total of 44 schools in the next few years, it is critical to prepare our future leaders in an environment immersed in the successful practices of our current schools.

The Fellowship Program is one aspect of a longer-term vision to develop, support and retain our best people at Uncommon Schools as we continue to grow. As part of this, we hope to develop a pipeline of leaders and great teachers throughout the organization along the path of growth from staff/teacher to leader. The centerpiece of the program at Uncommon Schools is the creation of the competency models that define, in concrete terms, what the vision for excellence in school leadership is for both Operational and Instructional school leaders. All other aspects of the leadership development process align to these competencies to ensure we remain focused on the highest-leverage areas of leadership that impact our students. These elements are outlined in the graphic below.



The Operational Leadership Competency Model

The Operational Leadership competency model is at the core of creating great operations leaders. The key elements of the Fellowship align to and reinforce the core competencies considered essential for excellence in school leadership.

1. Passion for and Commitment to Mission

- A. Shares a sense of urgency about closing the achievement gap and demonstrates tenacity and persistence in pursuit of solutions that maximize student achievement. Is willing to do whatever it takes to get the work done right.

2. Leadership

- A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations.
- B. Projects authority and can command a room of students, staff or families.
- C. Demonstrates emotional constancy in stressful situations and acts as a positive force in the school.
- D. Demonstrates a service mindset to staff and families.

3. Management

- A. Consistently makes informed decisions that are in the best interest of the school, balancing the need to make people feel heard and respected with the need to remain resolute and firm when appropriate. Trains school teams to make such decisions.
- B. Effectively delegates responsibilities to the school leadership team, teachers, and staff.
- C. Provides specific, concrete, and timely feedback to direct reports.
- D. Mentors, coaches, and offers assignments that challenge and develop his/her staff members. Identifies and systematically develops future leaders.

4. Communication

- A. Engages in effective difficult conversations and provides clear, direct, and respectful feedback to students, families, staff, colleagues, vendors, and others.
- B. Communicates effectively with multiple parties and adapts communication style appropriately to each situation.

5. Capacity for and Commitment to Self-Reflection

- A. Continuously reflects on the strengths and weaknesses of his/her own performance, seeks out and incorporates feedback from others, and accepts responsibility for problems and mistakes.

6. Organization

- A. Carefully manages and prioritizes tasks and time.
- B. Demonstrates extremely careful attention to quality, detail, and follow-through.
- C. Maintains organized and transparent files and records for both compliance purposes and leadership succession.

7. Analytical Thinking

- A. Accurately collects, analyzes, and presents school data for reporting, marketing, professional development, and other school needs.
- B. Investigates and understands the root causes of problems and develops and executes systemic solutions.

8. Core Operations Excellence and Systems Building

- A. Designs and documents systems that “sweat the small stuff,” maximize the programmatic goals of the school, and are scalable as the school grows. Develops solutions to complex problems that involve multiple stakeholders and steps.
- B. Develops a disciplined planning process that identifies the school’s highest-priority needs and mobilizes resources appropriately.
- C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation and others.

9. Culture-Building

- A. Establishes school culture that reflects self-discipline and respect for learning (e.g., neat uniforms, appropriate tone when addressing adults, academic integrity).
- B. Ensures that academic excellence and the school’s college preparatory mission are celebrated whenever and wherever the school community gathers (including classrooms, hallways, assemblies, and school events).
- C. Builds a collaborative culture in which teachers see themselves as school teachers rather than classroom teachers and in which all staff members view themselves as personally responsible for the school’s success.
- D. Creates a professional learning community in which teachers regularly collaborate to reflect on and refine curriculum and instruction at the school using achievement data, student work, and their own observations/experiences.

10. Family Engagement

- A. Ensures effective communication with families with respect to student academic performance, student conduct, school programs, and school performance.
- B. Effectively engages families in support of the academic mission of the school (including homework supervision, meeting with teachers, etc.).

Goals of the Fellowship Experience

1. Fellows will internalize the competencies needed to lead a high-performing school by experiential learning that is immersed in the day to day activities of the school. By integrating fully in the school environment, they will gain exposure to the more challenging scenarios they may face and be placed in situations where they are challenged to make decisions and manage the complexity of scenarios that occur at a school.
2. Fellows will develop their leadership skills with a commitment to self-reflection gained through collaboration and feedback. Fellows will receive support and feedback from Host School leadership teams, Uncommon's Director of Organizational Learning, Uncommon's Chief Operating Officers and Managing Directors and through the completion of key deliverables and intensive, ongoing professional development aligned to the Uncommon Leadership competency model.
3. Fellows will have strong models of leadership excellence to mentor them. These relationships are most effective when school leader mentors are open and reflective about the lessons learned and create time to meet with fellows in a structured way.
4. Fellows use these experiences and structured opportunities for feedback to execute a comprehensive start-up plan beginning in the spring of 2012 and culminating with the successful launch of their school.

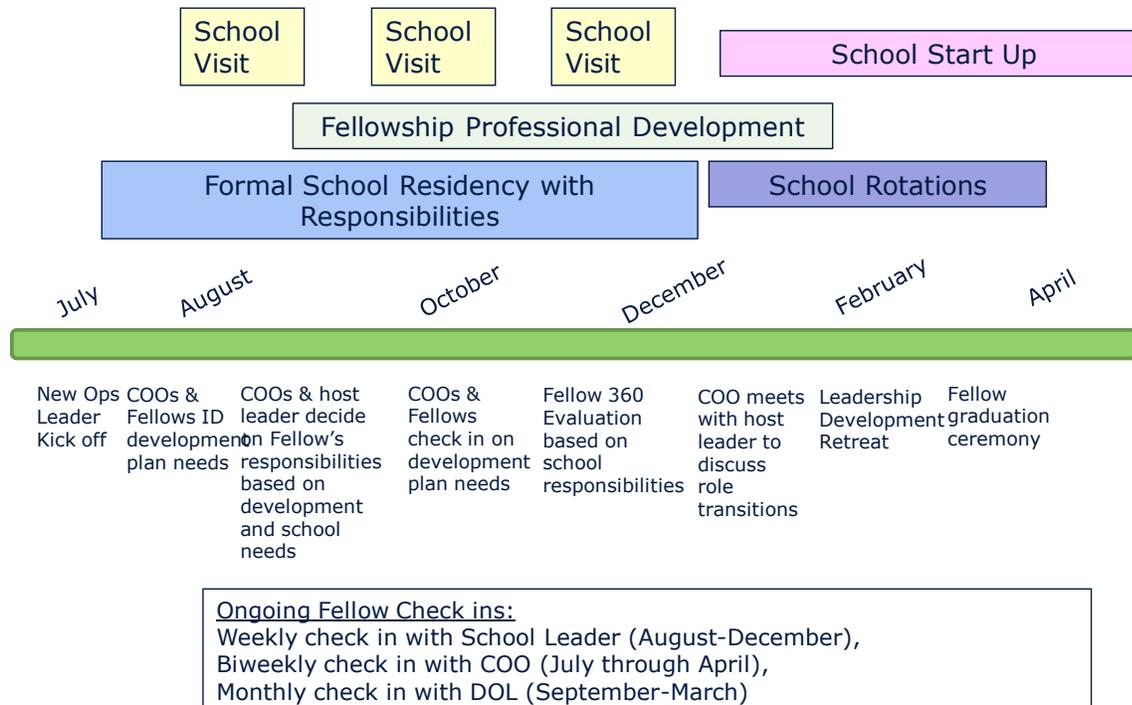
Key Fellowship Elements (Overview of Your Journey)

The Fellowship year is based on a foundation of six key elements. Each element is designed to build Fellows' capacity towards becoming effective operational school leaders. These include:

- Professional Development (The Packing List)
- School Visits (The Walking Tour)
- Fellowship Deliverables and Immersion (The Things to Do)
- Operations Leadership Meetings (Travel Companions)
- School Startup Preparation (The Roadmap)
- Evaluation and Feedback (The Tour Guide)

The Fellows' development is based on a cycle of Professional Development, the completion of deliverables through their school residency and school startup planning as well as multiple opportunities for formal and informal feedback.

OVERVIEW: OPERATIONS FELLOWSHIP CALENDAR



Professional Development

Starting in August 2011, Fellows will engage in professional development focusing on three main domains: Leadership and Management, Operational Leadership, and Cultural Leadership. The following PD will be offered throughout the year relating to these domains and aligned to the specific leadership competencies.

Leadership and Management

- Connecting with and Leading Teachers
- People Management
- Managing Teams and Groups - Understanding the School as a Dynamic System
- Personal Effectiveness
- Teacher Recruitment
- Hiring an Operations Team
- Student Recruitment (region-specific)

Operational Leadership

- Systems Thinking
- Data Analysis (Introduction to Data, IAs, and Data Analysis)
- Data-Driven Instruction
- Financial Management
- Technology (Infrastructure and Applications)
- Governance & Legal (school law/family/suspensions/code of conduct/confidentiality/FOIL/FERPA)
- Regional Training:
 - Transportation & Food Services
 - Financial Management
 - Compliance Management
 - Personnel & Certification
 - School Health and Safety (school safety/SAVE plan, AED/CPR, communicable diseases, managing nurse, administering medication, audits, liability)
 - Working with Your Board
 - Regional Orientations
 - (NYC) NYDOE Boot Camp

Cultural Leadership

- Leading Student Culture
- Working with Families
- How to Talk to Students
- Development/Marketing – Overview, External Relations and Media Training

Fellows will be required to participate in a minimum of 3 group school visits to gain breadth of experience and to learn from other schools particularly around issues and logistics of school culture, management and other systems, the relationship between planning and instruction, and joy and engagement. By doing a group visit with all Fellows,

we create a shared language and vocabulary for school visits that builds from a group debrief with current leaders. In addition, it creates the space for school leadership partners to discuss takeaways for their school.

In addition, the Fellow and Managing Director may select other schools for the Fellow to visit individually that align to the programmatic goals of the particular school the Fellow will open.

Fellowship Deliverables and School Guidelines

Operational Leadership Fellows will be responsible for a variety of deliverables relating to the competencies that will be completed over the course of the fall residency. The majority of deliverables will be geared toward a final outcome of building plans for the schools you will open or build upon. They may involve an initial observation, reflection, or activity and will then focus the reflection upon what it means for the Fellow's school. Deliverables will be reviewed as a group facilitated by a COO or senior Operations leader, and additional feedback may be provided by the Network COO or the Host Operations Leader.

Fellows and Host Schools should be aware that Fellows should continue to be immersed in the day-to-day activities and life of the school during this time, and that any reflection/write-up/analysis work (while equally important) is to be completed on the Fellow's time and should come as secondary to school responsibilities (see "Expectations of Fellows"). For the full list of deliverables with detailed instructions, please refer to the deliverables section.

Operations Fellowship Facilitated Discussions

The Director of Organizational Learning and the Network COOs will host periodic leadership meetings with the Fellows and occasionally current Operations Leaders for the purposes of reviewing deliverables and sharing resources across the schools. These dates are on the same days as Fellowship workshops and are incorporated into the calendar included in this handbook.

School Startup Preparation

During the spring of 2012, Fellows will begin building the roadmap for their future school in collaboration with their Network COO, Managing Director, the Instructional Partner, and the Uncommon Home Office.

This work will include (but is not limited to) the development of:

- Operational Blueprint (development of systems and routines)
- Registration for Services (food, transportation, nursing, security, etc.)
- Student Recruitment & Lottery
- Uniform Ordering
- Purchasing
- Facility (securing a facility, managing any renovations)
- HR Certification & Personnel management

During this time, the Fellow's primary responsibility will be school start-up and their secondary responsibility may include work at the school as agreed upon by the Host School, Network COO, Director of Organizational Learning and Managing Director. This handbook contains a start-up task list that can be used for reference.

Evaluation and Feedback

In addition to the ongoing formal and informal feedback Fellows will receive relating to the fellowship deliverables, they will have 3 main additional forms of feedback and evaluation.

The first is through the ***Individual Development Plan (IDP)***. This plan is intended to identify three competency-based development areas around which the Fellow will focus their development effort on during the Fellowship. It will be discussed and agreed jointly between the Fellow, Network COO, and Director of Organizational Learning and shared with the Host School leadership team. All will be partners in the support of the Fellow around these areas and in the design of specific Fellowship assignments meant to reinforce and provide practice in these areas.

The second form of feedback and evaluation will be ***informal feedback loops*** that will connect Host School leaders, Fellows, the Network COO and/or the Director of Organizational Learning. These will be focused on addressing areas of concern and generally how the Fellowship experience can continuously improve for Host Schools and Fellows.

Finally, the Fellows will receive ***formal feedback*** from the Network COO and Director of Organizational Learning in the spring of 2012. This will be conducted by a 360 administered by the Director of Organizational Learning to colleagues chosen by the Fellow and the Network COO.

Fellowship Expectations

Meeting the goals of the program requires baseline expectations for Fellowship Hosts, Fellows, and Uncommon. Understanding what is expected and required will help provide the most successful experience for Host Schools and Fellows during the Fellowship.

Expectations of Fellows

- Engage in and become a fully contributing member of the school. Observe and help in whatever capacity is needed at the school. Leaders should understand all levels of work that need to be done at the school to inform their management of others.
- School responsibilities should take precedence over Fellowship deliverables (e.g. do not use school time if needed at school to write up reflections or plans). Complete all deliverables on-time and of high quality.
- Be proactive in pursuing opportunities and asking questions but balance this with being sensitive to needs of school leaders to run the school. Set up and prepare for a **weekly check-in meeting with your Host School leader**. The purpose of this meeting should be to save up larger questions for set aside time and to review any questions on responsibilities. The Fellow should drive the agenda for this meeting (Note: Sample agendas are included in the Fellowship materials as a guide)
- Be an active learner. Put yourself in a position to interact in real-time conversations at the school (do not work isolated in a room).
- Provide feedback to MD, Network COO or DOL on concerns during the fellowship and suggestions for improvement – be actively responsible and own the fellowship experience. **Actively manage individual development plans** to ensure opportunities are scheduled to develop each area.
- Attend all PD sessions and school visits – remind school leaders well in advance of absences even though they will be given the dates.
- Attend and prepare for all check-ins with Network COO and/or DOL. These will be scheduled at the beginning of the year. Complete any electronic surveys or requests for feedback.
- Code of Conduct & Personnel Policies – Fellows are expected to behave professionally and follow the personnel policies of the school at which they are hosted.
- For any Fellowship Events that require coordination with other current School Leaders (such as School Rotations), be respectful of their time and give at least a week's notice for any cancellations.
- For all PD sessions, Fellows should arrive on time and stay the full session. Blackberries should be silenced during the session.

Expectations of Fellowship Residency Hosts

- Provide access to key leadership discussions and meetings. Be upfront and clear around expectations and norms during the meeting to set Fellows' up for success.
- Provide access to difficult conversations whenever possible (including with families, students, and teachers).
- Integrate Fellow into the school life – introduce to staff, students – and provide a meaningful role for them that serves a school need wherever possible. Staff generally welcome a Fellow more into the life of the school if it is clear to them what role the Fellow plays at the school – they should not be presented as guests or visitors but as part of the Uncommon family.
- Provide concrete, detailed and actionable feedback for all deliverables that require school-based feedback and any other observable actions that can benefit from feedback.

- Provide relief from school responsibilities for Fellowship events that are planned in advance in the calendar and provided to schools. In addition, provide relief from school responsibilities for school development activities that cannot be scheduled outside of the regular school day (e.g., board cultivation).
- Allocate school space for the Fellow to work (ideally in a shared office with someone from the leadership team or in the staff room for maximum exposure).
- Coordinate with the Network COO and Uncommon Director of Organizational Learning to provide feedback, share concerns, and continuously improve the fellowship for hosts and Fellows.
- **Weekly check in with the Fellow** – to try and balance questions of Fellows with ongoing responsibilities of the school, set up dedicated time for the Fellow to ask more detailed questions and commit to this time each week. The Fellow should be responsible for setting and driving the agenda (Note: Sample agendas are included in the Fellowship materials as a guide).
- School leaders should leverage the Fellow to do any work as needed, with a few guiding principles:
 - The work should be anything the Operations Leader would generally do themselves if they did not have a Fellow or Director of Special Projects.
 - In general, do not delegate work that would usually be given to the Office Manager outside of deliverables that specifically call for the Fellow to replace the Office Manager or other Operations team member on a regular basis or for urgent needs.
 - School leaders should think about any big projects they have not been able to get to as ideal projects to parse out for the Fellow to do with guidance.
 - For any work that is assigned to the Fellow, the school leader should provide the context– why it is important to the work at the school, what lessons have been learned in the process and what the clear desired outcome is.

Expectations of Uncommon Schools

- Identify and secure residency for Fellows at Uncommon Schools.
- Develop, manage and execute high quality professional development that is linked to leadership competencies and on-the-ground active learning during the fellowship.
- Develop meaningful deliverables aligned to leadership competencies that build products for the start of a new school.
- Develop, manage and execute high quality group school visits and debrief sessions for Fellows.
- Develop an individual development plan in partnership with each Fellow and Network COO that identifies specific growth areas for Fellows and targeted individualized deliverables based on that Fellow's needs. Plans should include SMART Goals – specific, measurable, achievable, realistic and timely.
- Coordination with Fellows and Host Schools to ensure an open feedback loop that drives excellence for both the Fellow and school. Incorporate feedback on a timely basis to continuously improve the fellowship process.
- Attend all check-in sessions scheduled with Fellows and Hosts.

Uncommon Schools

Fellowship Calendar *(Yellow highlighting denotes deliverable with instructional partner)*

JULY	AUGUST	SEPTEMBER	OCTOBER
Key Dates: Begin fellowship at Host School	Key Dates: Staff and Family Orientation First Day of School	Key Dates: Labor Day, First Day of School, Finalize IDP	Key Dates: Columbus Day
Professional Dev't:	Professional Dev't: <u>Aug 1:</u> Uncommon New Operations Leaders Institute	Professional Dev't: <u>Sep 20:</u> Leading School Culture	Professional Dev't: <u>Oct 14:</u> Data-Driven Instruction Introduction to Data, <u>Oct 25:</u> People Management, Fellowship Facilitated Discussion
Deliverables:	Deliverables:	Deliverables:	Deliverables: Student and Family Orientation Observation, Staff Orientation, Personnel Policies
NOVEMBER	DECEMBER	JANUARY	FEBRUARY
Key Dates: Election Day & Thanksgiving NYS Exam (Social Studies)	Key Dates: Winter Break	Key Dates: NY State Exam (ELA)	Key Dates: Mid-winter Break
Professional Dev't: <u>Nov. 8:</u> Teacher Recruitment, Fellowship Facilitated Discussion <u>Nov 15:</u> SCHOOL VISIT	Professional Dev't: <u>Dec. 6:</u> Working with Families, Fellowship Facilitated Discussion Hiring an Operations Team	Professional Dev't: <u>Jan 10:</u> Development and Marketing Training Tech Infrastructure & PowerSchool <u>Jan 24:</u> SCHOOL VISIT, Fellowship Facilitated Discussion	Professional Dev't: (TBD) Leadership Development Retreat <u>Feb 28:</u> Putting it All Together Connecting with and Leading Teachers <u>Feb 14:</u> SCHOOL VISIT, Fellowship Facilitated Discussion
Deliverables: Facility and Shared Space, First Weeks Transportation Tasks, Food Services,	Deliverables:	Deliverables: Discipline Systems Family Involvement Student Recruitment Presentation & Lottery Operations Analysis, Data Analysis and Technology Student Information, Report Card Creation	Deliverables: Leadership Team Management & Planning Leader Organization Observation Managing the Ops Team – Shadowing
MARCH	APRIL	MAY	JUNE
Key Dates: NY State Exam (Math) NJ HSPA Exam	Key Dates: Spring Break, NY State Exam (Science), NJ ASK Exam	Key Dates: NJ ASK Exam Memorial Day	Key Dates: Terra Nova Exams End of Year Evaluation
Deliverables: Complete start-up tasks	Deliverables: Compliance Visit Complete start-up tasks	Deliverables: Complete start-up tasks	Deliverables: School Checkout Complete start-up tasks

Description of Professional Development

1. *Uncommon Operations Leadership Institute*

Date:	August 1, 2011
Time:	8:30-6:00
Location:	Uncommon Home Office (826 Broadway, 9 th Floor)
Instructor:	Michael Ambriz, Chief Operating Officer, North Star Academy Network Anna Hall, Chief Operating Officer, True North Network Tara Marlovits, Chief Operating Officer, Preparatory Network Melinda Phelps, Senior Associate Director of Organizational Learning Erica Woolway, Chief Academic Officer, The Taxonomy Project
Related Competencies:	1A. Shares a sense of urgency about closing the achievement gap and demonstrates tenacity and persistence in pursuit of solutions that maximize student achievement. Is willing to do whatever it takes to get the work done right. 3A. Consistently makes informed decisions that are in the best interest of the school, balancing the need to make people feel heard and respected with the need to remain resolute and firm when appropriate. Trains school teams to make such decisions. 3B. Effectively delegates responsibilities to the school leadership team, teachers, and staff. 3C. Mentors, coaches, and offers assignments that challenge and develop his/her staff members. Identifies and systematically develops future leaders. 6A. Carefully manages and prioritizes tasks and time. 6B. Demonstrates extremely careful attention to quality, detail, and follow-through. 6C. Maintains organized and transparent files and records for both compliance purposes and leadership succession. 8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation and others.
Pre-Reading:	
Session Description:	By the end of this session, Fellows will be able to: <ul style="list-style-type: none"> ● Fellowship Overview & Operations Role Overview: <ul style="list-style-type: none"> ○ Develop understanding of the Operations role within Uncommon Schools; ● Strong Voice/Strong Presence: <ul style="list-style-type: none"> ○ Overview of the Taxonomy – specific, actionable techniques for speaking with students ● Personal Effectiveness <ul style="list-style-type: none"> ○ Discuss challenges in managing the work of starting a school and develop systems for mitigating risks; ○ Develop some tools and systems for focusing on the highest priority work, managing the myriad of tasks in the operations world and ● Operations Systems Video & Materials <ul style="list-style-type: none"> ○ Demonstrate how to maximize usefulness of the operations system video & materials

2. *Systems Thinking and Project Management*

Date:	September 20, 2012
Time:	8:00 am – 12:00 pm
Location:	NSA Vailsburg ES
Instructor:	Michael Ambriz, Chief Operating Officer North Star Academy
Related Competencies:	7B. Investigates and understands the root causes of problems and develops and executes systemic solutions. 8A. Designs and documents systems that “sweat the small stuff,” maximize the programmatic goals of the school, and are scalable as the school grows. Develops solutions to complex problems that involve multiple stakeholders and steps.
Pre-Reading:	TBD
Session Description:	By the end of this session, Fellows will be able to: <ul style="list-style-type: none"> • Understand what types of systems exist in a school, both Operational and Instructional; • Understand what makes a good system within the school context and learn some tools for developing and documenting these systems; • Understand how systems can support the programmatic goals of the school and be designed to accommodate the growth of the school over time; and • Be prepared to analyze the systems at their Host School and begin to develop the systems at their school.

3. *Leading Student Culture*

Date:	September 20, 2011
Time:	1:00 pm – 5:00 pm
Location:	North Star Academy Vailsburg Elementary
Instructor:	Julie Jackson, Principal, North Star Elementary
Related Competencies:	2A. Inspires students, families, staff, and others to believe in and reflect the school’s mission and high expectations. 8A. Establishes school culture that reflects self-discipline and respect for learning (e.g., neat uniforms, appropriate tone when addressing adults, academic integrity).
Pre-Reading:	TBD
Session Description:	By the end of this session, Fellows will be able to: <ul style="list-style-type: none"> • Understand how to establish a school culture that reflects self-discipline and respect for learning (e.g., neat uniforms, appropriate tone when addressing adults, academic integrity); and • Anticipate and know how to approach discipline situations that could impact the culture of the school.

4. *Data-Driven Instruction*

Date:	October 19, 2010
Time:	9:00 am – 12:00 pm
Location:	North Star Academy
Instructor:	Paul Bambrick, Managing Director North Star Academy Network
Related	7A. Accurately collects, analyzes, and presents school data for reporting, marketing,

Competencies:	professional development, and other school needs.
Pre-Reading:	<i>The Results Fieldbook</i> , Mike Schmoker
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ul style="list-style-type: none"> • Understand how to support the creation of quality interim assessments that are purposefully and effectively aligned with year-end assessments; • Learn what is included in a quality data-driven instruction plan such as assessment calendars, team meeting structures and analysis templates; • Learn how to change teacher belief systems around student learning and instructional practice through data-driven conversations and meetings; and • Learn how to align all other school leadership components to the data-driven instructional process including professional development, curriculum development, and teacher observation.

5. Introduction to Data and Data Analysis

Date:	October 19, 2011
Time:	1:00 pm- 5:00 pm
Location:	North Star High School
Instructor:	TBD
Related Competencies:	7A. Accurately collects, analyzes, and presents school data for reporting, marketing, professional development, and other school needs.
Pre-Reading:	Uncommon Schools Operations Manual, Student Testing
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ul style="list-style-type: none"> • Understand the different types of student achievement data and be able to explain the difference between norm-referenced, criterion-referenced and diagnostic tests; • Be able to recognize pros/cons of and become a critical consumer of student achievement data, including not just assessment data but differences in persistence, attrition, graduation rates and other key data points; and • Have a foundation of knowledge with which to approach the assessment work in operations and know which tests Uncommon Schools generally administers.

6. People Management

Date:	October 25, 2011
Time:	10:00 am – 2:00 pm
Location:	TBD
Instructor:	Michael Ambriz, Chief Operating Officer, North Star Academy
Related Competencies:	<p>3A. Consistently makes informed decisions that are in the best interest of the school, balancing the need to make people feel heard and respected with the need to remain resolute and firm when appropriate. Trains school teams to make such decisions.</p> <p>3B. Effectively delegates responsibilities to the school leadership team, teachers, and staff.</p> <p>3C. Provides specific, concrete, and timely feedback to direct reports.</p> <p>3D. Mentors, coaches, and offers assignments that challenge and develop his/her staff members. Identifies and systematically develops future leaders.</p>

Pre-Reading:	TBD
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ul style="list-style-type: none"> • Share and learn useful systems and processes to manage the Operations team to ensure the team is engaged and productive • Recognize the learning situation your team members are in and respond accordingly • Develop systems for regular check ins with your staff

7. Fellowship Facilitated Discussion “Beginning of the Year Systems I”

Date:	October 25, 2011			
Time:	2:00 pm-5:00			
Location:	TBD			
Topic	<table border="1"> <tr> <td>Student and Family Orientation Observation</td> </tr> <tr> <td>Staff Orientation</td> </tr> <tr> <td>Personnel Policies</td> </tr> </table>	Student and Family Orientation Observation	Staff Orientation	Personnel Policies
Student and Family Orientation Observation				
Staff Orientation				
Personnel Policies				
Deliverable	<table border="1"> <tr> <td>FAQ and Family Orientation Systems Documentation</td> </tr> <tr> <td>Staff FAQ (if applicable), systems/project plan documentation, reflections on the observed systems</td> </tr> <tr> <td>FAQ (if applicable), Talking points and reasoning for your future personnel presentation</td> </tr> </table>	FAQ and Family Orientation Systems Documentation	Staff FAQ (if applicable), systems/project plan documentation, reflections on the observed systems	FAQ (if applicable), Talking points and reasoning for your future personnel presentation
FAQ and Family Orientation Systems Documentation				
Staff FAQ (if applicable), systems/project plan documentation, reflections on the observed systems				
FAQ (if applicable), Talking points and reasoning for your future personnel presentation				

8. Teacher Recruitment

Date:	November 8, 2011
Time:	8:00 am – 12:00 pm
Location:	Uncommon Home Office
Instructor:	Stephanie Nelson, Uncommon Schools Director of Recruitment Julie Kennedy, Associate Managing Director, Brooklyn
Related Competencies:	<p>2A. Inspires students, families, staff, and others to believe in and reflect the school’s mission and high expectations.</p> <p>3A. Consistently makes informed decisions that are in the best interest of the school, balancing the need to make people feel heard and respected with the need to remain resolute and firm when appropriate. Trains school teams to make such decisions.</p>
Pre-Reading:	TBD
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ul style="list-style-type: none"> ○ Assess teacher quality through reading resumes, conducting interviews, observing sample lessons, and reviewing writing samples and transcripts; and ○ Learn how to support the instructional leader to hire a high-quality faculty capable of producing breakthrough academic achievement gains. ○ Describe the culture of their school and the role Uncommon Schools plays

9. Fellowship Facilitated Discussion “Beginning of the Year Systems II”

Date:	November 8, 2011
Time:	1:00 pm-4:00

Location:	TBD
Topic	Facility and Shared Space
	First Weeks Transportation Tasks
	Food Services
Deliverable	Shared Space Facility Systems if applicable
	Transportation System (including open questions that may depend on your facility and preventative steps to address difficulties parents face)
	Food Services Documents (tracking tools, coverage schedule, etc)

10. Hiring Your Operations Team

Date:	December 6, 2011
Time:	8:00 am – 12:00 pm
Location:	Uncommon Home Office
Instructor:	TBD
Related Competencies:	<p>2A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations.</p> <p>3A. Consistently makes informed decisions that are in the best interest of the school, balancing the need to make people feel heard and respected with the need to remain resolute and firm when appropriate. Trains school teams to make such decisions.</p> <p>3B. Effectively delegates responsibilities to the school leadership team, teachers, and staff.</p> <p>3C. Mentors, coaches, and offers assignments that challenge and develop his/her staff members. Identifies and systematically develops future leaders.</p>
Pre-Reading:	TBD
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ul style="list-style-type: none"> Assess candidate quality through reading resumes, conducting interviews, observing sample tasks, and reviewing writing samples; Learn how to set expectations for each Operations team role; and Recognize the various tasks and skills needed for the team members you will manage.

11. Working with Families

Date:	December 6, 2011
Time:	1:00 m - 5:00 pm
Location:	Uncommon Home Office
Instructor:	Jabali Sawicki, Head of School, Excellence Boys Charter School Will Austin, Co-Director, Roxbury Prep Charter School
Related Competencies:	<p>2A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations.</p> <p>2C. Demonstrates emotional constancy in stressful situations and acts as a positive force in the school.</p> <p>4A. Engages in effective difficult conversations and provides clear, direct, and respectful feedback to students, families, staff, colleagues, vendors, and others.</p> <p>4B. Communicates effectively with multiple parties and adapts communication style appropriately to each situation.</p>

Pre-Reading:	<ul style="list-style-type: none"> • <i>Other People's Children</i>, Lisa Delpit • <i>Trust in Schools</i>, Bryk & Schneider
Session Description:	<p>By the end of this session, fellows will be able to:</p> <ul style="list-style-type: none"> • Understand and respond to the unique scenarios that confront school leaders when working with families; and • Work with and begin to understand the differences across race and class with families to achieve the end goal of student achievement.

12. Development/Marketing & Media Training

Date:	January 10, 2012
Time:	8:00 AM -12:00 PM
Location:	Uncommon Home Office
Instructor:	Searcy Milam, Uncommon Schools Director of Marketing Brigid Ganley, Uncommon Schools Director of Development
Related Competencies:	2A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations. 8A. Establishes school culture that reflects self-discipline and respect for learning (e.g., neat uniforms, appropriate tone when addressing adults, academic integrity).
Pre-Reading:	TBD
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ul style="list-style-type: none"> • Understand the process for securing private funding for school growth and what the school leader's role is; • Understand the marketing process for schools; and • Be able to lead a tour or conduct an interview with a funder.

13. Fellowship Facilitated Discussion "Working with Families and Communities"

Date:	January 10, 2012			
Time:	1:00 pm-3:00			
Location:	TBD			
Topic	<table border="1"> <tr> <td>Discipline Systems</td> </tr> <tr> <td>Family Involvement</td> </tr> <tr> <td>Student Recruitment Presentation & Lottery</td> </tr> </table>	Discipline Systems	Family Involvement	Student Recruitment Presentation & Lottery
Discipline Systems				
Family Involvement				
Student Recruitment Presentation & Lottery				
Deliverable	<table border="1"> <tr> <td>Discipline Trackers and Systems you will use at your schools</td> </tr> <tr> <td>Culture Tracker</td> </tr> <tr> <td>Student Recruitment Presentation and Talking Points, project plan for Student Recruitment sessions</td> </tr> </table>	Discipline Trackers and Systems you will use at your schools	Culture Tracker	Student Recruitment Presentation and Talking Points, project plan for Student Recruitment sessions
Discipline Trackers and Systems you will use at your schools				
Culture Tracker				
Student Recruitment Presentation and Talking Points, project plan for Student Recruitment sessions				

14. Technology Infrastructure / PowerSchool

Date:	January 10, 2012
Time:	3:00 pm – 5:00 pm
Location:	Uncommon Home Office
Instructor:	Frank Rosado, Chief Technology Officer

	Uncommon Information Technology Team
Related Competencies:	8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation and others.
Pre-Reading:	TBD
Session Description:	<p>By the end of the session, Fellows will be able to:</p> <ul style="list-style-type: none"> • Manage the technology housed at the school by following a clear process for all technology including phones, network lines, computers and software; • Recognize the clear lines of responsibility between the Operations Leaders, Uncommon Schools and mindSHIFT; and • Utilize the other technology systems including PowerSchool, GradeQuick, and Datawise. • Order all needed equipment for their school • Update and maintain the school website with the correct information

15. Fellowship Facilitated Discussion “Ongoing Operations Systems”

Date:	January 24, 2012			
Time:	1:00 pm-3:00			
Location:	During School Visit #2			
Topic	<table border="1"> <tr> <td>Operations Analysis</td> </tr> <tr> <td>Data Analysis and Technology Student Information</td> </tr> <tr> <td>Report Card Creation</td> </tr> </table>	Operations Analysis	Data Analysis and Technology Student Information	Report Card Creation
Operations Analysis				
Data Analysis and Technology Student Information				
Report Card Creation				
Deliverable	<table border="1"> <tr> <td>Presentation to school leadership team</td> </tr> <tr> <td>System and timeline for your future school to ensure 100% compliance</td> </tr> <tr> <td>Report Card Creation Systems documentation</td> </tr> </table>	Presentation to school leadership team	System and timeline for your future school to ensure 100% compliance	Report Card Creation Systems documentation
Presentation to school leadership team				
System and timeline for your future school to ensure 100% compliance				
Report Card Creation Systems documentation				

16. Fellowship Facilitated Discussion “Management and Leadership Systems

Date:	February 14, 2012			
Time:	1:00 pm-3:00			
Location:	During School Visit #3			
Topic	<table border="1"> <tr> <td>Leadership Team Management & Planning</td> </tr> <tr> <td>Leader Organization Observation</td> </tr> <tr> <td>Managing the Ops Team – Shadowing</td> </tr> </table>	Leadership Team Management & Planning	Leader Organization Observation	Managing the Ops Team – Shadowing
Leadership Team Management & Planning				
Leader Organization Observation				
Managing the Ops Team – Shadowing				
Deliverable	<table border="1"> <tr> <td>Plan for your leadership team meetings</td> </tr> <tr> <td>Organizational System for working with Instructional Leaders</td> </tr> <tr> <td>Expectations script, Management reflection, Main Office set-up</td> </tr> </table>	Plan for your leadership team meetings	Organizational System for working with Instructional Leaders	Expectations script, Management reflection, Main Office set-up
Plan for your leadership team meetings				
Organizational System for working with Instructional Leaders				
Expectations script, Management reflection, Main Office set-up				

17. Putting it all Together

Date:	February 28, 2012
Time:	8:00 AM-12:00 PM
Location:	Uncommon Home Office
Instructor:	Paul Bambrick, Managing Director North Star Network
Related Competencies:	3B. Effectively delegates responsibilities to the school leadership team, teachers, and staff.

	<p>3C. Provides specific, concrete, and timely feedback to direct reports.</p> <p>7E. Aligns all other school leadership components to the data-driven instructional process (e.g., professional development, curriculum development, teacher observation/supervision, etc.)</p> <p>8D. Creates a professional learning community in which teachers regularly collaborate to reflect on and refine curriculum and instruction at the school using achievement data, student work, and their own observations/experiences.</p>
Pre-Reading:	N/A
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ol style="list-style-type: none"> 1. Lead the seven instructional pillars in your school (DDI, planning, PD, observation and feedback, student culture, adult learning, leadership development, task/time management) <ul style="list-style-type: none"> • Develop a set of goals, schedule and task list to manage the seven pillars effectively the culture of the school.

18. Leading Staff Culture

Date:	February 28, 2012
Time:	8:00 AM -12:00PM
Location:	Uncommon Home Office
Instructor:	Brett Peiser, Managing Director, Collegiate & Leadership Julie Kennedy, Associate Managing Director, Leadership Network
Related Competencies:	<p>2A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations.</p> <p>2C. Demonstrates emotional constancy in stressful situations and acts as a positive force in the school.</p> <p>3A. Consistently makes informed decisions that are in the best interest of the school, balancing the need to make people feel heard and respected with the need to remain resolute and firm when appropriate. Trains school teams to make such decisions.</p> <p>4A. Engages in effective difficult conversations and provides clear, direct, and respectful feedback to students, families, staff, colleagues, vendors, and others.</p> <p>6C. Builds a collaborative culture in which teachers see themselves as school teachers rather than classroom teachers and in which all staff members view themselves as personally responsible for the school's success.</p>
Pre-Reading:	TBD
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ul style="list-style-type: none"> ○ Recognize the unique organizational behavior of schools and how this behavior affects the implementation and management of the school's goals; ○ Learn how to build a collaborative culture in which teachers see themselves as school teachers rather than classroom teachers and in which all staff members view themselves as personally responsible for the school's success; ○ Ensure staff feel appreciated and have opportunities for growth; and ○ Have difficult conversations with teachers and staff and explore lessons learned about managing teachers from experienced school leaders.

17. Uncommon Leadership Retreat

Date:	February 2011
Time:	Friday evening to Sunday afternoon
Location:	Mohonk Mountain House (http://www.mohonk.com)
Instructor:	Various
Pre-Reading:	TBD
Session Description:	The Uncommon Schools Leadership Retreat is a chance for school leadership teams, Uncommon partners and Uncommon Home Office members to retreat for a weekend. The weekend will include professional development, networking and a chance to tackle some of the greater challenges being faced at the schools and in the home office.

To Be Scheduled Regionally

19. Financial Management & Purchasing

Date:	TBD
Time:	TBD
Location:	TBD
Instructor:	Anne Eidelman, Uncommon Schools Director of Finance Ashanti Herndon, Uncommon Schools Director of Finance Jenny Ng, Uncommon Schools Senior Business Manager Allison Million, Uncommon Schools Business Manager
Related Competencies:	8B. Develops a disciplined planning process that identifies the school's highest-priority needs and mobilizes resources appropriately. 8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation and others.
Pre-Reading:	Uncommon Schools Fiscal Policies
Session Description:	By the end of this session, Fellows will be able to: <ul style="list-style-type: none"> • Understand their responsibilities for financial management of their schools; • Understand the main kinds of financial reports the school receives and learn how to analyze and interpret them; • Understand the process for purchasing and receiving payment for goods/reimbursements at the school; • Understand the major kinds of funding that the school receives and how that impacts the budget; • Understand the major grants the schools will receive and work will be required by them; and • Understand how the payroll process works at Uncommon Schools and understand their roles in this.

20. Transportation

Instructor:	Regional COOs
Related	8C. Keeps the operational systems of the school functioning and at high quality,

Competencies:	including finance, human resources, food services, transportation and others.
Pre-Reading:	N/A
Session Description:	<p>By the end of the session, Fellows will be able to:</p> <ul style="list-style-type: none"> • Understand how to coordinate and manage transportation with the local district; • Develop systems for managing issues around transportation, working with families and managing changes to transportation plans; • Understand the basic components of managing a facility throughout the year • Leverage best practices learned from sharing space; and • Know how to manage a renovation or construction project and understand how to best leverage Uncommon Schools.

21. Regional Compliance Requirements

Instructor:	Regional COOs
Related Competencies:	6C. Maintains organized and transparent files and records for both compliance purposes and leadership succession. 8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation and others.
Pre-Reading:	N/A
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ul style="list-style-type: none"> • Understand what is required and by when to comply with charter and state education department requirements; and • Understand what happens in a compliance visit and learn how to prepare for the visit.

22. Student Recruitment

Date:	By Network TBD
Time:	By Network
Location:	TBD
Instructor:	Network COOs
Related Competencies:	2A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations. 2D. Demonstrates a service mindset to staff and families. 8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation and others.
Pre-Reading:	N/A
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ul style="list-style-type: none"> • Understand the requirements and guidelines around recruiting students; • Understand the division of responsibilities for recruitment between Uncommon Schools and individual schools; and • Know the timeline and related tasks for student recruitment and leverage best practices across schools.

23. *School Health & Safety (including AED/CPR Training)*

Date:	By Network TBD
Time:	By Network
Location:	TBD
Instructor:	TBD
Related Competencies:	8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation and others.
Pre-Reading:	N/A
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ul style="list-style-type: none"> • Understand what they need to do to get their new schools set up for health services; and • Understand compliance and liability requirements around health and safety issues at the schools; • Understand how to use the AED machine in their school in the event of emergency; and • Understand how to administer CPR if necessary at their school in the event of an emergency.

Fellowship Deliverables

In addition to the deliverables that Fellows will be responsible for over the course of the fall, Fellows will focus on one overarching project to refine the Operations manual for their school and get feedback from the Network COO and other peers in the network.

Operational Systems Documentation

Fellows will spend the Fellowship documenting the Operational Systems for their school (new or existing). Operational Systems of a school include, but are not limited to, the following: arrival, dismissal, breakfast, lunch, morning circle/community meeting, homework collection, enrichment, detention, bathroom policy, hallway transitions, bus in-transit behavior, attendance, tutoring, fire drills, and student conduct. In addition, there are other procedures at the school that need to be documented such as report cards, interim assessments, field trips, snow closings, and many others.

Some of these deliverables will be submitted to the school operations leader or the network COO while others will be shared with the full Operations Fellowship cohort. The deliverables that will be shared with the cohort are highlighted in yellow and grouped into five distinct themes due throughout the Fellowship on the dates listed on the following pages. These deliverables will be shared in a facilitated session with the full Operations Fellows cohort in order to drive each others' thinking and to share best practices across the networks. After each cohort discussion, the end result will be to incorporate the reflection and shared lessons learned from that deliverable into a draft documentation manual for their school consisting of what that particular system will be. Fellows will be given a template to use for note-taking consistency and will be able to use this documentation for discussion during check-ins with the Network COO and Host Operations Leader at their check ins. Fellows should also build in time to review these systems with their Instructional Partner for discussion and to review joint products.

Summary List of Deliverable Projects and Due Dates

The table on the following pages outlines the deliverables at a high level in order of due date. For reference, the dates for the grouped deliverables are dates when the Fellows also have either a workshop or school visit in order to minimize time out of the building. Detailed instructions, guidelines for each deliverable and the protocol for sharing the deliverables are available electronically and are in the Fellow handbook for reference.

*Summary List of Deliverables for Fellowship Facilitated Discussion***I. October 25 “Beginning of the Year Systems I”**

Name	Deliverable	Due Date
Student and Family Orientation Observation	FAQ and Family Orientation Systems Documentation	10/25/2011
Staff Orientation	Staff FAQ (if applicable), systems/project plan documentation, reflections on the observed systems	10/25/2011
Personnel Policies	FAQ (if applicable), Talking points and reasoning for your future personnel presentation	10/25/2011

II. November 8 “Beginning of the Year Systems II”

Name	Deliverable	Due Date
Facility and Shared Space	Shared Space Facility Systems if applicable	11/8/2011
First Weeks Transportation Tasks	Transportation System (including open questions that may depend on your facility and preventative steps to address difficulties parents face)	11/8/2011
Food Services	Food Services Documents (tracking tools, coverage schedule, etc)	11/8/2011

III. January 10 “Working with Families and Community”

Name	Deliverable	Due Date
Discipline Systems	Discipline Trackers and Systems you will use at your schools	1/10/2012
Family Involvement	Culture Tracker	1/10/2012
Student Recruitment Presentation & Lottery	Student Recruitment Presentation and Talking Points, project plan for Student Recruitment sessions	1/10/2012

IV. January 24 “Ongoing Operations Systems”

Name	Deliverable	Due Date
Operations Analysis	Presentation to school leadership team	1/24/2012
Data Analysis and Technology Student Information	System and timeline for your future school to ensure 100% compliance	1/24/2012
Report Card Creation	Report Card Creation Systems documentation	1/24/2012

V. February 14 “Management and Leadership Systems”

Name	Deliverable	Due Date
Leadership Team Management & Planning	Plan for your leadership team meetings	2/14/2012
Leader Organization Observation	Organizational System for working with Instructional Leaders	2/14/2012
Managing the Ops Team – Shadowing	Expectations script, Management reflection, Main Office set-up	2/14/2012

Sample Protocol for Fellowship Facilitated Discussion

Agenda	Time
Introduction by Facilitator of the particular importance of each deliverable	5 minutes
<p>Work in pairs (split by school level), read each other's documentation. For each of the three documents, here are discussion questions:</p> <p>Internal reflection questions while reviewing document (<i>3 minutes</i>):</p> <ul style="list-style-type: none"> • Which parts of the deliverable/system/process seem unclear? • What seems tightest? • What part of the system framework is most present in this plan? • Which contingency plans do you think are necessary? • What are the three most high level things you would recommend to make it most useful in year one • What parts are contingent on space? • What resources do you recommend they receive from the COO <p>Discuss with partner (<i>7 minutes</i>)</p> <ul style="list-style-type: none"> • What are you most proud of? • What did you struggle with the most? • What do you think could still be improved? • What open questions do you have? 	60 minutes (10 minutes per deliverable)
<p>Note takeaways and follow up questions for Network COO:</p> <ul style="list-style-type: none"> • What are the top 2 things I'm taking away from each deliverable • What specific questions do I have for: <ul style="list-style-type: none"> ○ My instructional partner ○ Host school leader ○ COO • What are 2 things I need to do to make each system stronger: 	10 minutes
<p>Group discussion, facilitated by the DOO/COO:</p> <ul style="list-style-type: none"> • Are all stakeholders being considered • Do they have a strong plan that includes all systems ACDC (Assess, Communicate, Debrief, Change) • Have you considered the cultural impact/relevancies? 	30 minutes
Closing	5 minutes

Detailed Deliverable Instructions

Each deliverable identifies the related competencies it is designed to develop, the date on which the deliverable will be discussed with the Fellowship cohort, a recommended start date, detailed instructions for the deliverable and the final deliverable to be submitted for group discussion. In addition, each deliverable has an assessment/feedback rubric by which Fellows can gauge the expectations for the deliverable.

Many of the deliverables involve a standard process, described below in the deliverables. For these deliverables, we chose to follow a standard rubric which is outlined below rather than repeat the rubric description for each exercise.

Standard Rubric:

1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> The Fellow submits a deliverable that does not represent a good faith attempt at reflection and preparation for opening their school. The Fellow's work product is not well-organized or described in enough detail. 	<ul style="list-style-type: none"> The Fellow submits a thoughtful, sincere reflection that is well-written and clearly organized. The Fellow's documentation represents a good faith attempt that incorporates their reflection and learnings from the PD session (as applicable). 	All of Meets Expectations plus: <ul style="list-style-type: none"> The Fellow develops tools that can be leveraged across schools. The Fellow identifies learnings from the process that can be incorporated into future PD.

- FIRST STEP: Calendar deliverables with School-based Operations Leader and Network Chief Operating Officer**

At the beginning of the Fellowship, Fellows should sit down with the Host School Operations Leader (SOL) and the Network Chief Operating Officer (NCOO) to review the deliverables and map out a calendar to ensure work towards each deliverable is planned ahead according to the school's schedule. The deliverable deadlines within this handbook provide a guideline for when each deliverable should be completed but these should be reviewed with the SOL to ensure the best possible involvement and experience for the Fellows. Depending on the Fellow's previous experience, the NCOO and Director of Organizational Learning may decide to alter or omit some of these deliverables.

- FOR EACH CHECK-IN: Look ahead to plan for deliverables**

For each check-in with the Host School Operations Leader, look ahead to the calendared deliverables to ensure work towards deliverables is still on target. If there are any modifications that need to be made to due date, please raise them to the Director of Organizational Learning (DOL) and the NCOO. As long as the change to the deliverable is in the best interest of the Fellow's learning opportunity and the school's schedule, these changes should be fine.

1. Assessment – TerraNovas and State Exam

<i>Description:</i>	Observe (and help where possible) the process to prepare for, administer and follow up on the Terra Nova in August/September and State Exams in January/May. Document your systems for these assessments for your school based on this experience.
<i>Related Competencies</i>	7A. Accurately collects, analyzes, and presents school data for reporting, marketing, professional development, and other school needs.
<i>Feedback Owner:</i>	SOL
<i>Due Date:</i>	9/30/2011 & 4/1/2012
<i>Recommended Start Date:</i>	Dependent on school assessment calendar
<i>Instructions:</i>	<ul style="list-style-type: none"> • During your weekly check-in with the SOL (in advance of the assessment), identify the role you can play with them to help in the administration of the test (organizing booklets, documenting procedures for staff, collecting answer booklets, scoring, etc.) • Collect and save all the documents they have created for the process including, but not limited to: <ul style="list-style-type: none"> ○ Letters to parents about the test ○ Memos and procedures to staff ○ Organizational tools ○ Data templates • Create the systems documentation for your school based on a breakdown of the assessment tasks: ordering tests, going to preparation/training meetings (e.g., state assessment meetings), preparing/training staff, administering day of (including accommodations), and scoring/analysis/follow-up. Submit this draft to the NCOO for feedback. • Own one of the later Interim Assessments from start to finish and then ask for feedback from the SOL at the end of the process.
<i>Related PD:</i>	Intro to Data and Data Analysis

2. Connect with Students

<i>Description:</i>	<p>Make a regular commitment to connect and work with students at the Host School to begin to practice and get comfortable speaking with kids, disciplining kids and providing positive reinforcement of the school culture and expectations. Work with the SOL to understand the opportunities and commit to the following:</p> <ul style="list-style-type: none"> • Schedule at least 2 field trips • Schedule at least 2 family events • Either: an afterschool enrichment class, Saturday school, tutoring/HW help, or leading a reading group.
<i>Related Competencies</i>	<p>1A. Shares a sense of urgency about closing the achievement gap and demonstrates tenacity and persistence in pursuit of solutions that maximize student achievement. Is willing to do whatever it takes to get the work done right.</p> <p>4B. Communicates effectively with multiple parties and adapts communication style appropriately to each situation.</p>
<i>Feedback Owner:</i>	SOL
<i>Due Date:</i>	10/15/2011 (sign up and commitment begins by this date at the latest)
<i>Recommended Start Date:</i>	Anytime

<i>Instructions:</i>	1. Work with the SOL during your weekly check-in to identify opportunities for a regular connection with students (see above for examples) 2. Send the Network COO and DOL a description of the commitment by due date.	
<i>Related PD:</i>	Strong Voice/Strong Presence	
<i>Resources:</i>	N/A	
<i>Rubric:</i>	Rubric is performance-based, there is no deliverable. In addition to SOL feedback, the rubric below outlines general expectations. Where possible, Fellows should make arrangements to be observed periodically for in-the-moment feedback.	
1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> Fellow does not live up to agreed upon responsibility Fellow does not treat students with appropriate respect 	<ul style="list-style-type: none"> Fellow lives up to agreed-upon responsibility Fellow treats students with appropriate respect and demonstrate development in communicating with students Fellow proactively seeks and incorporates feedback throughout the experience 	N/A

3. Student and Family Orientation Observation

<i>Description:</i>	Observe the orientation in August for incoming families. By gathering materials from the session and developing concrete takeaways, reflect on how family orientation helps the mission of the school and sets expectations. Gather questions from families to build an FAQ in preparation for your own orientation. Discuss with your SOL and NCOO to determine whether you should attend full orientation or select sessions. Create a draft plan for the family orientation of your school using the systems documentation template.
<i>Related Competencies</i>	2A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations. 2B. Projects authority and can command a room of students, staff or families. 4B. Communicates effectively with multiple parties and adapts communication style appropriately to each situation. 8A. Establishes school culture that reflects self-discipline and respect for learning (e.g., neat uniforms, appropriate tone when addressing adults, academic integrity).
<i>Deliverable to submit</i>	FAQ and Family Orientation Systems Documentation should be brought to the Operations Fellowship Facilitated Discussion
<i>Due Date:</i>	10/25/2011
<i>Recommended Start Date:</i>	Dependent on schedule for family orientation but should be within the range of August 1-22. North Star's Family Orientation is in June, so for Newark Fellows this deliverable should be based on Parent University which takes place in August.

<i>Instructions:</i>	<ul style="list-style-type: none"> • Coordinate with Host School leader to find out the date for family orientation and plan to attend. Determine whether there is any preparation work for the orientation that you can help with or observe. • Request all materials from the Host School leader (preferably in advance) and: <ul style="list-style-type: none"> ○ Save them to your personal school leader files; ○ Print out materials to make notes during session and print out 5/5/5 template. • During the family orientation session: <ul style="list-style-type: none"> ○ Make any notations on the materials to capture changes you want to make to the materials for your use when you launch your school and use the 5/5/5 as a reflection template; ○ Write down any questions the families ask as input to create an FAQ for your school start-up preparation and give a copy to your host school leader for future inclusion. • After the family orientation session: <ul style="list-style-type: none"> ○ Reflect on the session and develop a draft plan for your school's family orientation using the systems template document. • Submit your reflection and plan for the family orientation to the Network COO and the DOL in advance of the Operations Fellowship Facilitated Discussion
<i>Related PD:</i>	<ul style="list-style-type: none"> • Project Management/Systems Thinking
<i>Resources:</i>	<ul style="list-style-type: none"> • School- and network-based planning tools and templates • FAQ Template • Systems Documentation Template

4. Staff Orientation

<i>Description:</i>	<p>Observe and participate in the orientation in August for incoming staff. Help the Operations team with logistics and debrief the orientation sessions with the school team. By gathering materials from each session and developing concrete takeaways, reflect on how staff orientation helps the mission of the school. Gather questions from staff to build an FAQ in preparation for your own orientation.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. Why was each module chosen and why was it scheduled in the order it was? 2. How was the session structured? 3. What was the measure of success? 4. How was culture built and or addressed?
<i>Related Competencies</i>	<p>2A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations.</p> <p>2B. Projects authority and can command a room of students, staff or families.</p> <p>2D. Demonstrates a service mindset to staff and families.</p> <p>4A. Engages in effective difficult conversations and provides clear, direct, and respectful feedback to students, families, staff, colleagues, vendors, and others.</p>
<i>Deliverable to submit</i>	Staff FAQ (if applicable), systems/project plan documentation, reflections on the

	observed systems should be brought to the Operations Fellowship Facilitated Discussion
<i>Due Date:</i>	10/25/2011
<i>Recommended Start Date:</i>	Dependent on schedule for staff orientation but should be within the range of August 4-22.
<i>Instructions:</i>	<ul style="list-style-type: none"> • Coordinate with Host School leader to find out the date for staff orientation and plan to attend. Determine best opportunities to help the Operations team with logistics and management of orientation sessions. • Request all materials from the Host School leader for each session of orientation: <ul style="list-style-type: none"> ○ Save them to your personal school leader files; ○ Print out materials to make notes during session or collect at session and print out 5/5/5 template. • During each staff orientation session/day: <ul style="list-style-type: none"> ○ Make any notations on the materials to capture changes you want to make to the materials for your use when you launch your school and use the 5/5/5 as a reflection template; ○ If you attend the sessions with staff, write down any major questions staff ask as input to create an FAQ for your preparation when you launch your school. ○ Note your reflections on the systems and processes that the Host School Leader has implemented to make the orientation run smoothly. • After the orientation session/day: <ul style="list-style-type: none"> ○ Reflect on the session/day's operations project plan and develop a draft plan for your school's staff orientation using the systems template document. (Note: much of staff orientation is determined with the network, so this should just serve to capture your key notes for planning for the following year, rather than a day by day plan) ○ Attend any debrief sessions with the school leadership team that are scheduled to review the outcomes and feedback for the day. • Submit your reflection on the staff orientation sessions and the related FAQ questions via email to your Network COO and the DOL bring both documents to the Operations Fellowship Facilitated Discussion
<i>Related PD:</i>	<ul style="list-style-type: none"> • Leading Student Culture
<i>Resources:</i>	<ul style="list-style-type: none"> • School- and network-based planning tools and templates • FAQ Template • Systems Documentation Template

Rubric:

1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> • Fellow did not gather relevant material, observe orientation, or send materials to NCOO and DOL. • Fellow did not complete a systems reflection on the orientation or capture an FAQ or submitted it at a level too high so that it might lead to confusion the following year when 	<ul style="list-style-type: none"> • Fellow gathered the key materials for orientation and captured the questions asked by staff. • Fellow sent materials to NCOO and DOL. • Fellow submitted a systems reflection that captured key takeaways at enough detail to be followed in preparation for 	<p>All of Meets Expectations plus:</p> <ul style="list-style-type: none"> • Fellow gathered comprehensive materials, captured relevant staff questions and appropriate answers. • Fellow sent materials by the requested date to NCOO and DOL. • Fellow noted changes and revisions to school materials and

referencing.	following year.	submitted a thoughtful, comprehensive reflection that contained enough detail to be followed in preparation for following year.
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5. Personnel Policies

<i>Description:</i>	Participate in the staff orientation review of personnel policies and keep a log of all questions that are asked by staff. Either document the answers or research the answers to keep an "FAQ" for yourself for your start up year.
<i>Related Competencies</i>	8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation, and others.
<i>Deliverables to Submit</i>	FAQ (if applicable), Talking points and reasoning for your future personnel presentation should be brought to the Operations Fellowship Facilitated Discussion
<i>Due Date:</i>	10/25/2011
<i>Recommended Start Date:</i>	N/A
<i>Instructions:</i>	<ul style="list-style-type: none"> • Read the Personnel policies and bring any clarifying questions to NCOO or Director of Human Resources • During the staff orientation, the SOL or Uncommon Human Resources Team will review the personnel policies with the staff. Keep a detailed list of the questions that are asked during the session by staff and document the answers provided. • If a clear answer was not provided or if you have further questions after the session, save the questions and review with the SOL in your weekly check-in. If you still have questions, review with the Uncommon Schools Human Resources Team. If there are any questions from the session the SOL promised to follow up with staff on, offer to do those on their behalf with Uncommon Schools Human Resources Team. • Track what the SOL or HR Team chooses to cover explicitly and what s/he doesn't. Reflect on why and create talking points for your own presentation. • Revise the FAQ and submit to the NCOO & DOL prior to the Fellowship Facilitated Discussion • Create a draft plan for how you will review and follow up on personnel policies with staff using the systems documentation template.
<i>Related PD:</i>	N/A
<i>Resources:</i>	<ul style="list-style-type: none"> • Uncommon Schools Personnel Policies • FAQ Template • Systems Documentation Template

Rubric:

1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> • Fellow did not capture the questions asked by staff during the personnel policy discussion. • Fellow did not create talking points for future personnel presentation 	<ul style="list-style-type: none"> • Fellow captured the questions asked by staff, documented them clearly in the template, but didn't document the answers. • Fellow created talking points for future presentation but didn't think through the purpose of 	<p>All of Meets Expectations plus:</p> <ul style="list-style-type: none"> • Fellow documented answers that were provided during the session and conducted any follow up for the SOL with Uncommon's Director of Human Resources. • Fellow created clear talking

	what to cover explicitly.	points and demonstrated strategic thought went into the topics to cover.
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6. Develop Multiple Operational Systems Document

<i>Description:</i>	<p>As part of each major deliverable reflection, you will create a document that captures the process for each of the major systems for your school (not the Host school). While creating this document, be sure to think how the addition of a new grade will affect each system.</p> <ol style="list-style-type: none"> 1. Schedule periodic meetings with NCOO to review current systems in the network and address major concerns/questions. 2. For any system that requires knowledge of the facility of the school, take the steps to outline in the systems documentation what these open questions are and complete the rest of the information. 3. Develop the Operational Blueprint for the new school that outlines all of the school's systems.
<i>Related Competencies</i>	<p>6.A Carefully manages and prioritizes tasks and time 8.A Designs and documents systems that "sweat the small stuff," maximize the programmatic goals of the school, and are scalable as the school grows. Develops solutions to complex problems that involve multiple stakeholders and steps.</p>
<i>Due Date:</i>	10/25/2011-2/14/2012
<i>Recommended Start Date:</i>	Anytime after the start of school- the order and due dates should be discussed with your NCOO before the start of the year as many are dependent on the school calendar. Certain systems will be discussed in Fellowship Facilitated Discussions
<i>Instructions:</i>	<p>1. Overview:</p> <ul style="list-style-type: none"> • Gather as much systems documentation from the Host school as possible as you address each deliverable and learn the systems of the Host school to use as a reference. • For each system to be documented, select the systems related to that month's deliverables to generate a draft documentation of the system for your school. Set aside time to review with your instructional partner. • Send the NCOO your draft of the system with any outstanding questions you have for them in advance of your check-in. • During your weekly check-in, try and fill in as many missing pieces as possible and agree with the NCOO on what revisions should be made. • Revise the system documentation and send to the NCOO for final review in advance of check-ins. <p>2. Recommended Systems to Document and Suggested Timing:</p> <ul style="list-style-type: none"> • Arrival & Dismissal (Sept/Oct) • Transportation- Bus behavior (Sept/Oct) • Food Service System for delivering breakfast/lunch/snack (Sept/Oct) • Food Tracking (FRPL Tracking) – apps and billing/compliance (Sept/Oct) • Homework collection and tracking (Sept/Oct) • Discipline tracking (Sept/Oct)

- Community meeting (Sept/Oct)
- Detention (Sept/Oct) – MS/HS only
- Enrichment / Tutoring (Oct/Nov)
- Attendance (Sept/Oct)
- Saturday School (Oct/Nov)
- Main Office Set up (Oct/Nov)
- Periodic:
 - Family Orientation (August)
 - Staff Orientation (August)
 - Terra Nova (Sept)
 - Logging/managing tech (Sept)
 - Certification (Sept)
 - Report Cards (Oct/Nov)
 - Family events – orientation, family nights (Oct/Nov)
 - Interim Assessments (Nov)
 - Hiring/Exiting – clearer process outlined from beginning (email templates, timeline, trackers, etc.) (Nov)
 - Field trips (depending on school) (Nov/Dec)
 - Student Recruitment & Lottery (Dec/Jan, April) – lottery, info sessions
 - State Test (Jan/May)
 - Registration (April)
 - Fire drills and bus drills (anytime)
 - Campus emergency management plans (anytime)

3. General Information to include for each system (see Systems Documentation template in appendix):

- RAPID Process: Recommend, Perform, Input, Decide
 - Who makes the recommendation for this system at this school?
 - Who is responsible for performing the system?
 - Who has input into the system design?
 - Who makes the final decision for how the system will work?
 - What Home Office contact/collaboration is required?
- What is the programmatic goal of the system? What is the outcome desired? (give an example)
- Detailed steps for the system
 - Who does what by when?
 - For periodic systems, key milestones
- Non-people resources:
 - What documents/templates are used and where are they accessed?
 - What information is required to be tracked and at what points in the process does it have to be captured? Who tracks it in what tool when?
 - What technology systems are required (e.g., PowerSchool)
- Legal/compliance notes – where there are legal requirements, how the school is complying
- Constraints
- Contingency Plans and Scalability (ACDC):
 - If the person responsible for this system is out due to an emergency, who knows that this system must occur? Who initiates finding a replacement?

	<p>How do people know what they should do?</p> <ul style="list-style-type: none"> o How will this system change with more students and staff?
	<p>4. Review Process:</p> <ul style="list-style-type: none"> • Fellows should submit the systems they have documented to the NCOO based on the deliverable due date or at least a week in advance of alternatively scheduled check-ins. This will serve as an ongoing agenda item for check-ins to review and discuss.
<i>Related PD:</i>	<ul style="list-style-type: none"> • Systems Thinking
<i>Resources:</i>	<ul style="list-style-type: none"> • Systems Thinking Project Plan

Rubric:

1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> • Fellow did not document all recommended systems (without approval from NCOO/DOL). • Systems are not clearly organized and do not contain enough information that someone new to the school could follow. • Fellow did not draw on observations and do prep work in advance of using SOL's time to develop. 	<ul style="list-style-type: none"> • Fellow has documented all the recommended systems. • Each system is thoroughly documented with clear steps that could be followed by someone new to the school based on the current knowledge of the school facility. • Areas for improvement and challenges have been addressed throughout the process of documenting to create a high-quality product. 	<ul style="list-style-type: none"> • All of Meets Expectations plus: • Fellow went above and beyond to help draw insights for systems building around meeting programmatic goals, building for growth or other. • Fellow demonstrated capacity to think beyond the system to greater implications for the Uncommon Schools network by sharing suggestions. • Fellow demonstrated greater analytical thinking by helping the school tackle challenges they were facing in their systems.

7. Health Audit

<i>Description:</i>	Conduct audit of immunizations and health records at Host School for new students to ensure compliance with requirements for immunization.
<i>Related Competencies</i>	8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation, and others.
<i>Feedback Owner:</i>	SOL to manage
<i>Due Date:</i>	10/31/2011
<i>Recommended Start Date:</i>	Coordinate with SOL – ideally before they are sending requests home to parents for other information or before a family meeting.
<i>Instructions:</i>	<ul style="list-style-type: none"> • During a weekly check-in with the SOL, determine the best way to approach the immunizations check (particularly if their DOH nurse usually manages this). • Review the medical files of all students to confirm that immunization records are complete (refer to health manual or work with nurse/SOL for checklist). Track any missing students in a spreadsheet. • Review the ATS system (for NYC fellows) to check that all documented immunizations have been entered in the system completely and accurately. The SOL or Office Manager can provide instructions for doing so. • Once both checks are complete, work with the SOL to identify any work that you can

	do to prepare information for families or enter the information into ATS. <ul style="list-style-type: none"> • Create documentation of the health audit system and process for managing immunization.
<i>Related PD:</i>	Regional Training on Health & Safety
<i>Resources:</i>	N/A

Rubric:

1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> • Fellows tracking tool was not clear or missed key data. 	<ul style="list-style-type: none"> • Fellow clearly identified the students missing immunization documentation and provided it to the SOL in a format that could be used easily to follow up with parents. 	<p>All of Meets Expectations, plus:</p> <ul style="list-style-type: none"> • Fellow is able to work with the SOL to develop family communications or manage to full completion the immunization process.

8. First Weeks Transportation Tasks

<i>Description:</i>	<p>Work with the Network COO and School-based Operations Leader to identify a discrete set of tasks for managing transportation during the first few weeks of the year and, if applicable, on an ongoing basis. The tasks that could be included in this deliverable are:</p> <ol style="list-style-type: none"> 1. For NYC/NYS schools: Volunteer to ride the bus in the first few weeks, create the mapquest direction of routes, do postcards to families with information on their routes. 2. For Newark schools: Learn the NPS bus ticket process, create a tracker and narrate guidance for the operations manual. 3. For both, note any difficulties parents have with transportation in their first weeks and include in your systems document how you will preventatively address those situations. <p>Based on this experience, create a draft systems documentation</p>
<i>Related Competencies</i>	<p>2.D Demonstrates service mindset to staff and families</p> <p>8A. Designs and documents systems that “sweat the small stuff,” maximize the programmatic goals of the school, and are scalable as the school grows. Develops solutions to complex problems that involve multiple stakeholders and steps</p> <p>8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation, and others.</p>
<i>Deliverable to submit</i>	Transportation System (including open questions that may depend on your facility and preventative steps to address difficulties parents face) should be brought to the Operations Fellowship Facilitated Discussion
<i>Due Date:</i>	11/8/2011
<i>Recommended Start Date:</i>	As early as a week before schools starts if needed (but generally first two weeks of school)
<i>Instructions:</i>	<ul style="list-style-type: none"> • Work with your SOL in advance to understand the school’s transportation process and the likely challenges (in addition to reading the Uncommon Schools Operations Manual). • Work with the SOL and Office Manager to determine the most appropriate transportation tasks to work on and get an overview of the work to be done. • Work with the SOL and Office Manager before the first day of school to find out if there is a need to ride the bus to or from school with the students during the first few weeks of school. If so, offer to do so for one route to experience the challenges and

	<p>provide support to families and students. If a bus discipline issue occurs, see it through to resolution with the SOL or Dean of Students.</p> <ul style="list-style-type: none"> • Once you complete your work with transportation and the bus, do a 5/5/5 reflection to reflect on the transportation system and challenges and create a draft of the transportation system for your school. While you will not be able to finalize this documentation until your facility is confirmed, you should document everything possible and identify the open questions that are contingent on a facility. • Submit the reflection and the systems documentation to the NCOO.
<i>Related PD:</i>	<ul style="list-style-type: none"> • Systems Thinking & Project Management
<i>Resources:</i>	<ul style="list-style-type: none"> • Systems Documentation Template
<i>Rubric:</i>	<ul style="list-style-type: none"> • Standard Rubric

9. Food Services

<i>Description:</i>	<p>Manage the food services process for a month, including the execution of meals as well as the tracking and invoicing of meals.</p> <p>In the beginning of the year, complete the audit and tracking/analysis of FRPL forms at Host School</p>
<i>Related Competencies</i>	<p>7A. Accurately collects, analyzes, and presents school data for reporting, marketing, professional development, and other school needs.</p> <p>8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation, and others.</p>
<i>Deliverable to submit</i>	Food services documents (tracking tools, coverage schedule, etc)
<i>Feedback Owner:</i>	SOL, NCOO
<i>Due Date:</i>	11/8/2011
<i>Recommended Start Date:</i>	Anytime after the start of school
<i>Instructions:</i>	<ul style="list-style-type: none"> • Part 1: Participate actively in the daily food services: <ul style="list-style-type: none"> ○ During a weekly check-in with the SOL, identify the appropriate means by which to manage the food service process (i.e., breakfast, snack or lunch) and the FRPL invoicing. Participate actively in the daily system as defined with the SOL. This could include receipt of food, tracking of food, clean-up, return of food/materials to DOE, and tracking of FRP meals. If possible, complete the invoicing that is sent for reimbursement of meals. • Part 2: Own the collection and audit of FRPL forms <ul style="list-style-type: none"> ○ Work with the SOL to identify the FRPL forms received from families. The process could include the following: <ul style="list-style-type: none"> ▪ Create a spreadsheet to track receipt of forms/errors with forms; ▪ Review forms for any discrepancies or missing information; ▪ Create an organized system to track and follow up with parents; ▪ Listen in on a call by the SOL to parents to describe the forms or follow up on missing information to understand the “tone” to be used and information provided. • Part 3: Gather and document process <ul style="list-style-type: none"> ○ Gather all documents the school uses for food services (i.e., tracking tool, coverage schedule, etc.) Save documents to personal files. Document the food services system that you will use for your school and submit to the

	NCOO and the DOL in advance of the Fellowship Facilitated Discussion	
<i>Related PD:</i>	<ul style="list-style-type: none"> Food Services 	
<i>Resources:</i>	<ul style="list-style-type: none"> N/A 	
<i>Rubric:</i>	<ul style="list-style-type: none"> Feedback from SOL on management of Part 1 or 2, feedback from cohort and facilitator on Part 3 	
1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> The Fellow does not make a good faith effort to complete the analysis. The Fellow loses key information, tracks incorrectly or makes other errors that impact the ability of the school to meet compliance requirements or serve meals to students. 	<ul style="list-style-type: none"> The Fellow makes a good faith effort to complete the analysis. The Fellow tracks information clearly and does not miss any critical information or make errors that impact the mission/compliance of the school. 	<p>All of Meets Expectations plus:</p> <ul style="list-style-type: none"> Fellow identifies ways for the school to streamline the tracking/delivery of food services.

10. Facility & Shared Space

<i>Description:</i>	<p>If the school is in a shared space, do the following:</p> <ol style="list-style-type: none"> Attend any building meetings to observe the interactions. Prepare with the DOO and debrief after the meeting. Use the 5/5/5 template to capture your thoughts, and then draft an outline of key practices/systems to incorporate into your facilities management. Set up a meeting with a DOO to download all the lessons learned from sharing a building from pre-opening, school year, summer & construction. Gather any sample agendas, communication, project plans, etc. <p>If you will be opening a school in a shared space, but your host school is not in a shared space, please follow the above steps with another Uncommon DOO who is in shared space.</p>
<i>Related Competencies</i>	8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation, and others.
<i>Deliverable to submit</i>	Shared Space Facility Systems & Lessons Learned documentation should be brought to Fellowship Facilitated Discussion
<i>Feedback Owner:</i>	SOL to manage, DOF, NCOO
<i>Due Date:</i>	11/8/2011
<i>Recommended Start Date:</i>	Dependent on school building council meetings
<i>Instructions:</i>	<p><u>Building Meetings:</u></p> <ul style="list-style-type: none"> Identify the dates for building meetings so that you can plan to attend primarily as an observer. Prior to the meeting, identify the key issues with the SOL to be discussed, the goal for the school and the potential challenges. Gather any documents from the school that would be helpful to set up a system for working within a shared space facility (e.g, prior agendas, etc.) and: <ul style="list-style-type: none"> Save to your school leader files; During the meeting keep notes in order to do a 5/5/5 reflection on the process <p><u>Facility Lessons Learned:</u></p>

	<ul style="list-style-type: none"> • During a weekly check-in with the DOO, structure questions for them to gather lessons learned about managing the facility pre-opening, during the school year, over the summer and for large construction projects. • Structure the lessons learned into a clear systems document that can be shared with the Director of Facilities and across schools.
<i>Related PD:</i>	<ul style="list-style-type: none"> • Facilities
<i>Resources:</i>	<ul style="list-style-type: none"> • TBD
<i>Rubric:</i>	<ul style="list-style-type: none"> • Standard Systems Documentation Rubric, Rubric below for Facilities Lesson Learned

1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> • Fellow does not present a good faith effort to capture lessons learned from the SOL or does not capture lessons learned in enough detail that they could be understood by someone who was not in the discussion. • Fellow does not prepare appropriately for the meeting with the SOL by creating an organized structure of questions. 	<ul style="list-style-type: none"> • Fellow creates a lessons learned document that is well-organized, well-written and documents lessons in enough specificity that they could be understood by someone else. 	<p>All of Meets Expectations plus:</p> <ul style="list-style-type: none"> • Based on information gleaned in the discussions, fellow presents a clear recommendation for additional tools/systems that could be created to help assist schools in shared space arrangements.

11. Coaching Office Managers

<i>Description:</i>	If applicable, identify an area with the SOL around which you could provide coaching and development to an office manager or special projects resource. Define clear goals/outcomes with the SOL in advance and develop the process and schedule with the OM/DOSP.
<i>Related Competencies</i>	3B. Effectively delegates responsibilities to the school leadership team, teachers, and staff. 3C. Provides specific, concrete, and timely feedback to direct reports. 3D. Mentors, coaches, and offers assignments that challenge and develop his/her staff members. Identifies and systematically develops future leaders. 4B. Communicates effectively with multiple parties and adapts communication style appropriately to each situation.
<i>Feedback Owner:</i>	SOL to manage and provide feedback
<i>Due Date:</i>	12/31/2011
<i>Recommended Start Date:</i>	Anytime
<i>Instructions:</i>	<p>During a weekly check-in with the SOL, identify any development needs for the Office Manager or Director of Special Projects. Review needs and identify if there are any areas around which you could provide support or coaching. Areas that lend themselves to coaching, depending on the Fellow's skill set and Office Manager's needs include:</p> <ul style="list-style-type: none"> • Excel; Time Management and Planning; • Organization; • Writing skills/Grammar; • Presentation/Formatting; • Negotiation.

	<p>Alternatively, this could be the Fellow coaching the OM to lead a staff training on a changed system, a presentation or to present a general announcement to the staff.</p> <p>2. If an area or presentation is agreed upon and the Office Manager/ DOSP agrees to the coaching, outline the following first with the SOL and then with the OM/DOSP:</p> <ul style="list-style-type: none"> • Clear goal/outcome; • Action plan (learning plan that outlines what will be worked on when and how feedback will be provided); • Milestones and measurement of success; • Identification of potential challenges.
<i>Related PD:</i>	<ul style="list-style-type: none"> • People Management, Hiring Your Operations Team
<i>Resources:</i>	<ul style="list-style-type: none"> • Situational Leadership Rubric
<i>Rubric:</i>	SOL will provide feedback and assess improvement of Office Manager/Director of Special Projects.

12. Development, Marketing & Media

<i>Description:</i>	Observe two or more tours of your Host School and develop the talking points (with your instructional leader) for your school.
<i>Related Competencies</i>	<p>2A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations.</p> <p>2B. Projects authority and can command a room of students, staff or families.</p> <p>4B. Communicates effectively with multiple parties and adapts communication style appropriately to each situation.</p>
<i>Deliverable to Submit</i>	Talking points for your future school tour
<i>Feedback Owner:</i>	NCOO, Uncommon Director of Development, and Uncommon Director of Marketing
<i>Due Date:</i>	12/31/2010 (before the Development Marketing & Media Workshop)
<i>Recommended Start Date:</i>	Anytime after the start of school
<i>Instructions:</i>	<p>Observe two or more tours of your Host School and develop a draft of the talking points you will use for tours of your school. If the host school has these talking points, you can base your talking points on those. Alternatively, you can use the guiding questions below.</p> <p><u>Guiding Questions:</u></p> <ol style="list-style-type: none"> 1. What information is provided depending on who is on the tour? 2. What kinds of questions are asked? 3. What was good/"Sticky" about the tour? 4. How was data or storytelling incorporated?
<i>Related PD:</i>	Development, Marketing & Media Workshop
<i>Resources:</i>	Uncommon Schools Director of Development

Rubric:

1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> • Fellow provides too little or too much detail for the tour to be compelling and inspiring. • The written product lacks clarity, and is not well-organized. • Fellow did not send materials to 	<ul style="list-style-type: none"> • Fellow drafts a clear, thoughtful list of talking points for the tour that go beyond general facts to create compelling stories that inspire • . Fellow sent materials to 	<ul style="list-style-type: none"> • N/A

NCOO and DOL	NCOO and DOL.	
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13. Interim Assessment Management and Documentation

<i>Description:</i>	Under SOL supervision, observe the first iteration of the interim assessment process at the school to learn and become comfortable with the process and then work with the SOL to run the second cycle of interim assessments. This should include doing each part of the interim assessment from start to finish including applicable areas from creating test (if applicable for schools with DataWise), running scantron, scoring, preparing results, observing a results meeting, and observing a classroom that is implementing a change.
<i>Related Competencies</i>	7A. Accurately collects, analyzes, and presents school data for reporting, marketing, professional development, and other school needs.
<i>Feedback Owner:</i>	SOL (Feedback on running the process)
<i>Due Date:</i>	12/31/2011
<i>Recommended Start Date:</i>	Dependent on school calendar
<i>Instructions:</i>	<ul style="list-style-type: none"> • Work with the SOL to get an overview of the school's IA process and identify any elements of the process that you can own or manage (and any to be involved in). • While working on the process, collect all documents from the process (not the actual assessments, but any documents that outline procedures, tools, letters to families, etc. that could prove valuable in your school. Save these documents to your personal files, make notations on them to capture changes. Submit a version to your NCOO and DOL. • Document the process you will follow for your school and review with your instructional partner.
<i>Related PD:</i>	Intro to Data and Data Analysis Data-Driven Instruction
<i>Resources:</i>	N/A, based on school process documentation
<i>Rubric:</i>	<ul style="list-style-type: none"> • SOL feedback, Instructional partner feedback

14. Data Analysis - Dashboard

<i>Description:</i>	Prepare the dashboards for the second Board meeting of the year using school data.
<i>Related Competencies</i>	7A. Accurately collects, analyzes, and presents school data for reporting, marketing, professional development, and other school needs.
<i>Feedback Owner:</i>	SOL
<i>Due Date:</i>	12/31/2011 (Start date, then ongoing)
<i>Recommended Start Date:</i>	Dependent on school calendar, but generally one week in advance of a Board meeting
<i>Instructions:</i>	<ul style="list-style-type: none"> • During a check in with the SOL, look at the school calendar and determine when the date of the next Board meeting. Several weeks in advance of the Board meeting, work with the SOL to learn the process to prepare the dashboard. Review the Uncommon instructions for preparing dashboards in advance and work with the SOL to identify where to get the data from the school that is not in PowerSchool. • Complete the dashboard several days before the Board meeting as agreed with the

	<p>SOL to allow for time for review and revision.</p> <ul style="list-style-type: none"> • Complete the dashboard and either debrief with the NCOO or attend the Board meeting (depending on the Board) to understand how it is discussed and reviewed. • Write talking points on the key findings in the data and attach the dashboard for the SOL to use at the board meeting. • Continue to prepare the dashboard for each period.
<i>Related PD:</i>	<ul style="list-style-type: none"> • Intro to Data and Data Analysis
<i>Resources:</i>	<ul style="list-style-type: none"> • Uncommon Schools Data Team

Rubric:

1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> • The Fellow does not make a good faith effort to complete the dashboard. • The Fellow submits a dashboard that has several errors or careless mistakes. • The Fellow does not provide the dashboard in enough time for the SOL to review. 	<ul style="list-style-type: none"> • The Fellow makes a good faith effort to complete the dashboard. • The Fellow's dashboard does not contain errors or careless mistakes. • The Fellow provides the dashboard far enough in advance that the SOL has time to review it. 	<p>All of Meets Expectations plus:</p> <ul style="list-style-type: none"> • Fellow identifies ways for the school to streamline any of the data (not held in PowerSchool) that needs to be entered and works with the school to implement the solution.

15. Finance Friday Packets

<i>Description:</i>	Prepare Friday packets with the Office Manager at the Host School (3-5 packets).
<i>Related Competencies</i>	8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation, and others.
<i>Feedback Owner:</i>	SOL
<i>Due Date:</i>	12/31/2011
<i>Recommended Start Date:</i>	Anytime after the start of school
<i>Instructions:</i>	<ul style="list-style-type: none"> • During a weekly check-in with the SOL, identify the appropriate time for which to prepare the Friday packets with the Office Manager or Director of Special Projects. • Since the training for Financial Management will be in the Spring, work with the SOL to identify who can best provide you with instructions for how to prepare a packet (depending on who prepares these at the school it could be the Office Manager or Director of Special Projects). • Work with the Office Manager, DOSP, or SOL to observe the preparation of a few packets. First have them prepare and narrate and then switch to your preparation with input/feedback from them.
<i>Related PD:</i>	<ul style="list-style-type: none"> • Financial Management and Purchasing
<i>Resources:</i>	<ul style="list-style-type: none"> • N/A
<i>Rubric:</i>	<ul style="list-style-type: none"> • SOL/OM Feedback

16. Finance Monthly Financial Report Review

<i>Description:</i>	Sit in on a monthly financial report review with the Uncommon Director of Finance and the school SOL as they review the report. Do for at least three months and help the SOL participate in the Profit and Loss (P&L) cleanup process that results.
<i>Related Competencies</i>	8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation, and others.
<i>Feedback Owner:</i>	SOL
<i>Due Date:</i>	12/31/2011
<i>Recommended Start Date:</i>	Anytime after the start of school, ideally after September
<i>Instructions:</i>	<ul style="list-style-type: none"> • During a weekly check-in with the SOL, identify the monthly financial report reviews to sit in on. • Your role will primarily be to listen and observe, and generate questions. Capture the questions (if it does not seem appropriate to ask at the time) to use as input into the Financial Management & Purchasing training session or to ask the SOL during a weekly check-in. • If there is any Profit and Loss clean-up to do, work with the SOL to determine if there is any work you can do to assist.
<i>Related PD:</i>	<ul style="list-style-type: none"> • Financial Management & Purchasing
<i>Resources:</i>	<ul style="list-style-type: none"> • Uncommon Schools Fiscal Policies
<i>Rubric:</i>	<ul style="list-style-type: none"> • Feedback from the SOL or Director of Finance

17. Discipline Systems

<i>Description:</i>	<p>If possible, manage the student discipline system for a week including Enrichment (e.g., merits, paychecks, etc.). Alternatively, spend a week in the Dean of Student's office to understand how the discipline system works from Monday to Monday.</p> <p>Document the discipline systems for your school and draft any tools that will be used.</p>
<i>Related Competencies</i>	8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation, and others.
<i>Deliverable to submit</i>	Discipline Trackers and Systems you will use at your school should be brought to Fellowship Facilitated Discussion
<i>Feedback Owner:</i>	Instructional Partner, NCOO
<i>Due Date:</i>	1/10/2012
<i>Recommended Start Date:</i>	Anytime after school starts (but ideally after having a chance to observe the system frequently)
<i>Instructions:</i>	<ul style="list-style-type: none"> • During the weekly check-in with the SOL identify the appropriate time to manage the discipline system and/or shadow in the Dean of Students' office. • Work with the SOL to get training on the discipline system in order to manage. • After completing one or both of the activities, collect any materials from the school for the tracking of discipline. Save to personal files and send to DOL and your NCOO (after removing specific student names). • Based on the discipline experience, work with your instructional partner to draft an outline of the discipline system you will use for your school. Create the discipline trackers and systems for your school which may include paycheck tracking,

	<p>suspensions, etc.</p> <ul style="list-style-type: none"> • Submit to the NCOO and DOL in advance of the Fellowship Facilitated Discussion
<i>Related PD:</i>	<ul style="list-style-type: none"> • Leading School Culture • Strong Voice/Strong Presence • Systems Thinking and Operations
<i>Resources:</i>	<ul style="list-style-type: none"> • N/A
<i>Rubric:</i>	<ul style="list-style-type: none"> • Standard Systems Documentation Rubric

18. Student Recruitment Presentation & Lottery

<i>Description:</i>	<p>Attend a family information session of two current schools. Use the 5/5/5 template to capture your thoughts.</p> <p>With your instructional partner, create and walkthrough your presentation and talking points for your own school's student recruitment information session. Prepare for and deliver a student recruitment session for your school that conveys urgency to families about the need for high academic and behavioral expectations, including key statistics/talking points/images/stories. Have someone videotape and review/debrief with current SOLs and the NCOO.</p> <p>Create the systems documentation for your information sessions and lottery process.</p>
<i>Related Competencies</i>	<p>2A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations.</p> <p>2B. Projects authority and can command a room of students, staff or families.</p>
<i>Deliverable to submit</i>	Student Recruitment Presentation and Talking Points if applicable, Project plan for Student Recruitment sessions should be brought to Fellowship Facilitated Discussion
<i>Feedback Owner:</i>	NCOO
<i>Due Date:</i>	1/10/2011
<i>Recommended Start Date:</i>	Anytime after school starts
<i>Instructions:</i>	<ul style="list-style-type: none"> • Ask your host SOL if there are any family information sessions you could observe and block them on your calendar. If there are none before you need to do the first session for your school, try to find an earlier session at another Uncommon School. Ask the SOL for any presentations and talking points they have and send to the DOL and their NCOO. • After observing the information session, do a 5/5/5 in preparation for your own student information sessions and mark up any materials from the presentation for reference. • With your instructional partner, prepare for and present your own student information session. Arrange in advance to be videotaped and review and debrief with the NCOO and potentially other SOLs/Fellows. • Prepare for and conduct the school lottery. • For both student recruitment information sessions and the lottery, execute on all network wide student recruitment plans and follow up with the NCOO to determine specific (or additional responsibilities)
<i>Related PD:</i>	<ul style="list-style-type: none"> • Working with Families

<i>Resources:</i>	<ul style="list-style-type: none"> • Student Recruitment examples gathered from schools
<i>Rubric:</i>	<ul style="list-style-type: none"> • Systems Documentation Template • NCOO Feedback

19. Family Involvement

<i>Description:</i>	If the Host School conducts family meetings, help prepare and (if appropriate for school) deliver family involvement committee session. Work with your instructional partner to create the Culture Tracker for your school for the year and document the systems for your family involvement.
<i>Related Competencies</i>	4B. Communicates effectively with multiple parties and adapts communication style appropriately to each situation.
<i>Deliverable to submit</i>	Culture Tracker should be brought to Fellowship Facilitated Discussion
<i>Feedback Owner:</i>	SOL, Instructional Partner
<i>Due Date:</i>	1/10/2012
<i>Recommended Start Date:</i>	Anytime after school starts
<i>Instructions:</i>	<ul style="list-style-type: none"> • During a weekly check-in with the SOL, identify any family events that you might be able to manage logistics or deliver content for. • After the family event, save any materials (Note: instructional fellows will be preparing a family involvement catalog library). • With your instructional partner, create the first draft of your Culture Tracker for the first year. Discuss how you want to run your family sessions and document the system in the Systems Documentation Template. • Review your culture tracker and system with Instructional Partner and NCOO during a check-in. • Submit to the NCOO and DOL in advance of the Fellowship Facilitated Discussion
<i>Related PD:</i>	<ul style="list-style-type: none"> • Working with Families
<i>Resources:</i>	<ul style="list-style-type: none"> • N/A

Rubric:

- Standard Rubric for reflection (rubric below for delivery of content to families)

1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> • Fellow is poorly prepared for the family event and misses important details that could impact family opinions of the school. • Fellow does not communicate in a respectful manner with families or staff. • Fellow does not demonstrate a good faith effort at reflection, culture planning, and systems documentation. 	<ul style="list-style-type: none"> • Fellow creates a clear plan for preparing for and managing the event. • Fellow clearly communicates responsibilities to others and effectively manages any other staff who are involved. • Families rate the event in feedback as satisfied or greater • Fellow demonstrates a good faith effort at a calendar of events for Families and has the key components of the system documented. 	<ul style="list-style-type: none"> • Culture tracker demonstrates a fully thought-out plan with consideration to the cultural flows of the school year. • Systems documentation for the family session is comprehensive and reflects the incorporation of lessons learned and a strong scope and sequence for the family involvement.

20. Report Card Creation

<i>Description:</i>	Work with the SOL to prepare second quarter round of report cards. Collect all procedural materials and develop the systems document for your report card process with your instructional partner.
<i>Related Competencies</i>	2D. Demonstrates service mindset to staff and families 7A. Accurately collects, analyzes, and presents school data for reporting, marketing, professional development, and other school needs.
<i>Deliverable to submit</i>	Report Card Creation Systems documentation should be brought to Fellowship Facilitated Discussion
<i>Due Date:</i>	1/24/2012 NOTE: Schedule this in your initial August meeting to ensure it happens.
<i>Recommended Start Date:</i>	Depending on school schedule
<i>Instructions:</i>	<ul style="list-style-type: none"> Look ahead on the school calendar to determine when report cards are and plan to work with the SOL one month to a few weeks in advance depending on the school calendar. Identify in advance with the SOL the best way to be involved. Observe the first round of report cards, and plan with SOL to prep the second round of report cards. Collect all materials from the report card process (e.g., emails to staff, comment review checklist, show-flow for report card night, etc.). Save to personal files. Help the SOL set up and execute during the actual Report Card night/teacher conferences with anything that needs to be done. Attend the report card night to observe the set up and management of that process and the conversations that are had with families. After completing a report card cycle, prepare a systems documentation of the process for your school and submit to the NCOO after discussion with your Instructional partner.
<i>Related PD:</i>	<ul style="list-style-type: none"> Intro to Data Analysis
<i>Resources:</i>	<ul style="list-style-type: none"> N/A
<i>Rubric:</i>	<ul style="list-style-type: none"> Feedback from the SOL and Standard Rubric

21. Data Analysis & Technology Student Information

<i>Description:</i>	Do a student information data audit of PowerSchool data at school. Work with the Office Manager to complete any missing data. Document the process for your school to ensure data is always complete and accurate.
<i>Related Competencies</i>	7A. Accurately collects, analyzes, and presents school data for reporting, marketing, professional development, and other school needs. 8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation, and others.
<i>Deliverable to submit</i>	System and timeline for your future school to ensure 100% compliance should be brought to Fellowship Facilitated Discussion
<i>Due Date:</i>	1/24/2012
<i>Recommended Start Date:</i>	Anytime after October 1
<i>Instructions:</i>	<ul style="list-style-type: none"> During a weekly check-in with the SOL, identify the best approach for completing an audit in PowerSchool (e.g., do independently or work with the Office Manager to

	<p>complete). The Uncommon Schools Technology Support team can be used for guidance.</p> <ul style="list-style-type: none"> Following the instructions provided, export the required data out of PowerSchool and identify any missing information (note: the filter function can be used to filter for “blanks” in any column to identify the information). Identify the missing information and develop a strategy with the SOL to complete the missing gaps. Depending on capacity work with the Office Manager to get the data entered or do some of the entry via import from spreadsheet or entry. Import the completed information back into PowerSchool. As a final step, create the system and timeline for your own school to ensure 100% compliance.
<i>Related PD:</i>	Technology and PowerSchool
<i>Resources:</i>	<ul style="list-style-type: none"> Uncommon Schools Information Technology and Data Teams Instructions for doing a data audit in PowerSchool

Rubric:

1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> The Fellow does not make a good faith effort to complete the data audit. The Fellow submits an audit that has several errors or careless mistakes. 	<ul style="list-style-type: none"> The Fellow makes a good faith effort to complete the audit. The Fellow provides a clearly organized report/spreadsheet to the SOL so that they can clearly see which students are missing which information. The Fellow works with the SOL to identify the process to gather the data and complete the missing information. 	N/A

22. Finance Board Committee Meeting

<i>Description:</i>	Participate in Board Finance Committee review around budget
<i>Related Competencies</i>	8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation, and others.
<i>Feedback Owner:</i>	SOL
<i>Due Date:</i>	1/31/2012
<i>Recommended Start Date:</i>	Depends on school schedule
<i>Instructions:</i>	<ul style="list-style-type: none"> During a weekly check-in with the SOL, identify the monthly Board Finance Committee meetings to attend. Your role will primarily be to listen and observe, and generate questions. Capture the questions you have for input into the Financial Management & Purchasing training session or to ask the SOL during a weekly check-in.
<i>Related PD:</i>	<ul style="list-style-type: none"> Financial Management & Purchasing
<i>Resources:</i>	<ul style="list-style-type: none"> Uncommon Schools Fiscal Policies
<i>Rubric:</i>	<ul style="list-style-type: none"> N/A

23. Difficult Conversations

<i>Description:</i>	Discuss, observe or conduct a specific difficult conversation in conjunction with the SOL over the course of the fellowship and reflect on each step of the process from preparation, execution, to follow-up.
<i>Related Competencies</i>	4.A Engages in effective difficult conversations and provides clear, direct, and respectful feedback to students, families, staff, colleagues, vendors and others.
<i>Deliverable to submit</i>	Taped difficult conversation (either role play in advance with SOL or actual if participants are willing)
<i>Feedback Owner:</i>	SOL and NCOO to debrief
<i>Due Date:</i>	1/31/2012
<i>Recommended Start Date:</i>	Anytime after the start of school
<i>Instructions:</i>	<p>1. Work with the SOL to prepare for a specific difficult conversation (e.g., family meeting, staff meeting, building council meeting, etc.). Film yourself roleplaying the conversation with the SOL (or with the person if s/he is willing) and watch it with your NCOO to analyze your performance.</p> <p>Debrief the conversation after with the Principal, Dean or SOL - was the outcome what was intended? What happened in the conversation that was not expected? What approach was used?</p> <p>2. If you are in a role in the fellowship that allows you to have a difficult conversation, prepare for the conversation using one of the frameworks from training. Write a reflection on the process. What worked? What was unexpected? How did adapt? What would you change?</p> <p><i>Note: Since these conversations can be hard to schedule in advance, check in with the SOL during each check-in to find out if there are any anticipated conversations for the week that you might be able to debrief or observe.</i></p>
<i>Related PD:</i>	<ul style="list-style-type: none"> Connecting with and Leading Teachers Working with Families
<i>Resources:</i>	<ul style="list-style-type: none"> Materials from Constructive Conflict Session (Reference Sheet)
<i>Rubric:</i>	<ul style="list-style-type: none"> Standard Rubric

24. Data Analysis & Discipline – Attendance

<i>Description:</i>	Run attendance process one week for the Office Manager.
<i>Related Competencies</i>	<p>7A. Accurately collects, analyzes, and presents school data for reporting, marketing, professional development, and other school needs.</p> <p>8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation, and others.</p>
<i>Feedback Owner:</i>	SOL
<i>Due Date:</i>	1/31/2012
<i>Recommended Start Date:</i>	Anytime after school starts
<i>Instructions:</i>	<ul style="list-style-type: none"> During a weekly check-in with the SOL, identify the appropriate time to do the attendance process for the Office Manager and work with the SOL to set up training with the office manager on how they run the process. (Ideally, pair this exercise with the opportunity to fill-in for or shadow the Office Manager).

	<ul style="list-style-type: none"> Following the Office Manager's instructions, run attendance for the week to ensure all teachers have entered attendance, follow-up calls have been made, absent/tardy reports are sent to staff and any follow-up to parents (autodialer, letters) are generated. Debrief with the SOL on entire process and suggest improvements, if applicable.
<i>Related PD:</i>	<ul style="list-style-type: none"> PowerSchool Training
<i>Resources:</i>	<ul style="list-style-type: none"> N/A

Rubric:

1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> The Fellow does not make a good faith effort to manage the attendance process. The Fellow submits data or reports to staff that contains careless mistakes. 	<ul style="list-style-type: none"> The Fellow makes a good faith effort to manage the attendance process. All staff and families receive the information they need in a clear, timely fashion. All information is entered correctly and contains no careless mistakes. 	N/A

25. Leadership Team Management & Planning

<i>Description:</i>	<p>Sit in on Host School leadership team meetings to observe the team process for managing the work of the school and planning.</p> <p>From this reflection design (with your instructional partner) the process you will follow for your leadership team meetings.</p>
<i>Related Competencies</i>	<p>3A. Consistently makes informed decisions that are in the best interest of the school, balancing the need to make people feel heard and respected with the need to remain resolute and firm when appropriate. Trains school teams to make such decisions.</p> <p>3B. Effectively delegates responsibilities to the school leadership team, teachers, and staff.</p> <p>6A. Carefully manages tasks and time, is well-organized, and is detail-oriented (i.e., sweat the small stuff: academic, cultural, and operational).</p> <p>6B. Develops teacher, student, and classroom schedules that ensure that every adult and every student is accounted for at every moment of the day and engaged in activities that advance the mission of the school.</p>
<i>Deliverable to submit</i>	Developed plan for your leadership team meetings with your instructional partner and bring to Fellowship Facilitated Discussion
<i>Due Date:</i>	2/14/2012
<i>Recommended Start Date:</i>	Anytime after school starts
<i>Instructions:</i>	<ol style="list-style-type: none"> Attend as many leadership meetings as possible for a minimum of one month (preferably two), and consider the following guiding questions: <ul style="list-style-type: none"> How is the agenda set? Who sets it? Is it provided in advance? Is there a larger calendar plan for agenda topics (e.g., performance reviews in x month, student recruitment in x month) Are there standard agenda items that are covered in each meeting? Provide the details/protocol for these.

	<ul style="list-style-type: none"> • Who is in the meeting and what roles do they play? • Are there any meeting norms (interrupting, generating ideas, presentation of agenda items, etc.)? • Is there a timekeeper or defined times for agenda topics? • How are the decisions that are made documented? How are action items captured, assigned, distributed and managed/ followed up? • How far ahead is the team looking in each meeting? • Is it clear who makes what kinds of decisions? • How is work/decisions made from prior years referred to? • Gather any agenda or other documents used by the school that could be helpful for other schools to leverage or adapt. <p>2. Create the draft plan for your leadership team meetings including frequency, structure, agenda setting process and discuss with your instructional partner. (to capture initial thoughts before drafting plan, you can use a 5/5/5 reflection on the leadership team process for your plans for your school – 5 things you want to adopt, 5 things you want to be careful about/avoid and 5 things you would add.)</p>
<i>Related PD:</i>	<ul style="list-style-type: none"> • Personal Effectiveness
<i>Resources:</i>	<ul style="list-style-type: none"> • N/A
<i>Rubric:</i>	<ul style="list-style-type: none"> • Standard Rubric

26. Managing the Ops Team - Shadowing

<i>Description:</i>	<p>Spend a day shadowing each person in the role on the Ops team that you will manage including, but not limited to:</p> <ul style="list-style-type: none"> • Office Manager • Nurse • Custodian • Special Projects (if applicable)
<i>Related Competencies</i>	<p>3B. Effectively delegates responsibilities to the school leadership team, teachers, and staff. 3C. Provides specific, concrete, and timely feedback to direct reports. 4B Communicates effectively with multiple parties and adapts communication style appropriately to each situation.</p>
<i>Deliverable to submit</i>	<p>Expectations script, Management reflection, Main Office set-up considerations should be brought to Fellowship Facilitated Discussion</p>
<i>Feedback Owner:</i>	<p>SOL to manage Debrief with SOL and/or NCOO</p>
<i>Due Date:</i>	<p>2/14/2012</p>
<i>Recommended Start Date:</i>	<p>Mid-September to mid-January (depending on SOL preference if Office Manager is new)</p>
<i>Instructions:</i>	<p>1. During your weekly check-in with the SOL, identify the appropriate days and times to shadow the school's Operations Team Members. Plan to shadow each person for a minimum of one day. You can help out/pick up responsibilities where possible. Your responsibilities could include taking attendance, fielding calls, filing, receiving packages, or any other tasks outlined by the SOL.</p> <p>After the shadow process:</p>

	<ul style="list-style-type: none"> • Draft an expectations discussion and document: Write a list of the key expectations you have for your Operations Team and write the “script” for how you would like to have the initial expectations conversation with your team members. • Management Reflection: Based on your experiences with the team, write the following in a reflection document: <ol style="list-style-type: none"> 1. The top 5 greatest challenges in each role; 2. How you will mitigate/support each challenge; 3. 5 ideas for how you will keep your team happy, engaged and excited about their work. 4. Your overall vision (how you want your team to view your support, the structure of your checkins, building in time for feedback) • Design your Main Office set-up (despite not knowing your facility, do the best you can): <ol style="list-style-type: none"> 1. What are all of the functions it must serve? 2. What information passes in and out of this space? 3. How will information be tracked? 4. How will it need to be set up? 5. Who is responsible for what? 6. What do you need to purchase to “outfit” this office? 7. Create your ideal floor plan for the office. <p>Submit these to the NCOO and DOL via email in advance of the Facilitated discussion</p>
<i>Related PD:</i>	Hiring Ops Team Members
<i>Resources:</i>	<ul style="list-style-type: none"> • Sample office manager responsibilities and reference documents from current schools
<i>Rubric:</i>	Standard Rubric

27. Leader Organization Observation

<i>Description:</i>	Shadow the instructional leader for a day and identify questions you want to ask your instructional partner about your working processes. Review your questions with your instructional partner and determine whether a system or a norm could be helpful to establish in advance.
<i>Related Competencies</i>	6A. Carefully manages and prioritizes tasks and time. 6B. Demonstrates extremely careful attention to quality, detail, and follow-through. 6C. Maintains organized and transparent files and records for both compliance purposes and leadership succession.
<i>Deliverable to submit</i>	Questions for Instructional Partners
<i>Feedback Owner:</i>	Instructional Partner, NCOO
<i>Due Date:</i>	2/14/2012
<i>Recommended Start Date:</i>	Anytime
<i>Instructions:</i>	<ol style="list-style-type: none"> 1. During your weekly check-in with the SOL, a discussion with the Instructional Leader at the school and based on observations, document the key organizational systems within the school using the following guided questions: <ul style="list-style-type: none"> • How do they manage the following information: Incoming mail, observations and action plans with teachers, performance notations, recruitment information, etc.? • What systems and tools do they use to keep organized?

	<ul style="list-style-type: none"> • What is their number 1 tip for keeping organized in conjunction with their SOL? • What do they struggle with? • How and when do they plan and prioritize? • What systems do they use to keep track of and get to high-leverage important, but not urgent work? <p>2. Write up your questions from the observation day and the notes regarding best practices and feedback the Instructional Leader delivered.</p> <p>3. Develop a tool with your instructional partner that utilizes the instructional leaders' best practices and addresses their stated challenges. Solicit feedback from the instructional leader at the school, the SOL and the NCOO.</p>
<i>Related PD:</i>	<ul style="list-style-type: none"> • Personal Effectiveness
<i>Resources:</i>	<ul style="list-style-type: none"> • Uncommon Operations Manual: Filing Systems
<i>Rubric:</i>	<ul style="list-style-type: none"> • Standard Rubric

28. Leadership Shadow and Profile

<i>Description:</i>	Spend two full days shadowing the SOL to understand the variety of situations they encounter and to get a sense of how their days flow. Analyze across the areas of family interaction, staff interaction, leadership team interaction and how they spend their time. During the shadow experience, carry the SOL's schedule and task management tool in hand to understand how their system helps them to manage the work and where the unexpected events can impact this. Do a structured reflection of the shadow experience.
<i>Related Competencies</i>	<p>2.C Demonstrates emotional constancy in stressful situations and acts as a positive force in the school</p> <p>4A. Engages in effective difficult conversations and provides clear, direct, and respectful feedback to students, families, staff, colleagues, vendors, and others.</p> <p>4B. Communicates effectively with multiple parties and adapts communication style appropriately to each situation.</p>
<i>Deliverable to submit</i>	Observations and reflections of identified potential challenges SOL's face, with a sample blocked out calendar showing how you anticipate managing your work flow.
<i>Feedback Owner:</i>	Network COO, SOL
<i>Due Date:</i>	2/14/2012
<i>Recommended Start Date:</i>	Anytime after the start of school, as agreed to with SOL
<i>Instructions:</i>	<ul style="list-style-type: none"> • During your weekly check-in with the SOL, select two days for you to fully shadow them in their work (note: you will identify general plans for you to be in their offices at times or to work together but the purpose of this exercise is to do a full day's shadow). • During the days of the shadow, refer to the Operations Shadow Checklist for a list of recommended things to observe. Ask the SOL if you can have a copy of their calendar and task management system so you can follow their week and get a good sense of the amount of planned v. unexpected work. Based on the Fellow's specific experience, there may some differentiation. The Fellow should agree with the SOL to set aside 10-15 minutes, 2times during the shadow to talk. The rest of the time should be spent observing to preserve interrupting the workflow of the SOL. • Based on your experiences observing and your structured shadow experience, do the following:

	<ul style="list-style-type: none"> ▪ Submit your observation and reflection to your Network COO. ▪ Based on your observations, prior PD and longer experience at the school, develop your initial plan for how you plan to manage your time and tasks. • Set up time to debrief with the SOL. • Set up time to debrief with your Network COO.
<i>Related PD:</i>	<ul style="list-style-type: none"> • Connecting with and Leading Teachers • Personal Effectiveness
<i>Resources:</i>	<ul style="list-style-type: none"> • N/A

Rubric:

1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> • The Fellow submits a deliverable that does not represent a good faith attempt at reflection and preparation for opening their school. • The Fellow's work product is not well-organized or described in enough detail. 	<ul style="list-style-type: none"> • The Fellow submits a thoughtful, sincere reflection that is well-written and clearly organized. • The Fellow's documentation represents a good faith attempt that incorporates their reflection and learnings from the PD session (as applicable). 	<p>All of Meets Expectations plus:</p> <ul style="list-style-type: none"> • Fellow develops tools that can be leveraged across schools. • Fellow identifies learnings from the process that can be incorporated into future PD.

29. Purchasing Research

<i>Description:</i>	Research the vendors for your campus based on the Uncommon purchasing tool and the host school recommendations. Complete research due diligence, ID vendors, and create a purchasing list by February 1 using available resources.
<i>Related Competencies</i>	8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation, and others.
<i>Deliverable to submit</i>	Purchasing List
<i>Feedback Owner:</i>	NCOO
<i>Due Date:</i>	4/30/2012
<i>Recommended Start Date:</i>	10/1/2011
<i>Instructions:</i>	<ol style="list-style-type: none"> 1. Review the Uncommon purchasing guide for some background on current vendors and purchases by grade. 2. Get purchasing documents used by the school from the SOL that will identify the inventory of historical purchases for the school (as pulled from historical purchase orders or planning tools). 3. For any general purchases for which you don't have grade-level information, do a walk-through of the rooms and try to make the best estimate of the breakdown of purchases by grade. 4. After reviewing and revising open questions from NCOO/DOL, schedule time with the DOO to review the purchasing history and interview with the questions provided in the purchasing interview template: <ul style="list-style-type: none"> • <i>General Purchasing Questions:</i> <ul style="list-style-type: none"> ○ How do teachers give input into the purchasing process? ○ What is the ongoing approval process for teachers to request materials (e.g. email, paper)? • <i>Purchase timeframes:</i>

	<ul style="list-style-type: none"> ○ Based on the purchase timeframe proposed, what would you recommend be ordered earlier/later and by how much and why? ● <i>Vendors:</i> <ul style="list-style-type: none"> ○ Which vendors have you have caused you the most trouble and or do you recommend avoiding? ○ Which vendors would you recommend? ○ Who is your account manager and contact info (if not clear from the research)? ○ Do you have any tips for working with these vendors? ● <i>Inventory:</i> <ul style="list-style-type: none"> ○ How do track the inventory when it comes in? ○ What is the process for distributing materials? <p>Research vendors, get bids, and develop a draft purchasing list for your school by May 1.</p>
<i>Related PD:</i>	<ul style="list-style-type: none"> ● Financial Management & Purchasing
<i>Resources:</i>	<ul style="list-style-type: none"> ● Uncommon Purchasing Tool

Rubric:

1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> ● Fellow’s documentation does not cover grade-level purchasing in enough detail to inform future purchasing decisions. ● Fellow does not complete the review and SOL interview with enough detail to inform future purchasing decisions. ● Fellow does not probe or ask deeper questions as data challenges arise. 	<ul style="list-style-type: none"> ● Fellow completed, to the best of the school resources, a thorough documentation of vendor information, purchase timeline and grade-level purchase detail. ● Fellow has a purchasing list that is at least 75% complete. ● Through the review and interview process, the Fellow answers all questions clearly and with attention to detail. 	<p>All of Meets Expectations plus:</p> <ul style="list-style-type: none"> ● Fellow provides constructive recommendations for how to improve the purchasing tool for all schools. ● Fellow identifies opportunities for cost savings or bulk regional purchasing across the network.

30. Compliance Visit Systems Development

<i>Description:</i>	<p>Work on a school compliance visit such as the SED or SUNY third year visit, renewal process, or the end of year visit as a preparation towards understanding the pre-opening visit. (Note: These visits are NY State visits but can be adapted to any relevant NJ visits)</p> <p>Develop the expandable binder structure for your school to ensure you have an ongoing system for compliance visits, attend preparation and planning meetings and debriefs, and document any additional systems for the visit (preparation of documentation, preparation of staff, etc.)</p>
<i>Related Competencies</i>	8C. Keeps the operational systems of the school functioning and at high quality, including finance, human resources, food services, transportation, and others.
<i>Deliverable to submit</i>	Document of questions asked, Binder system, Compliance visit systems template
<i>Feedback Owner:</i>	SOL, NCOO

<i>Due Date:</i>	4/30/2012
<i>Recommended Start Date:</i>	Dependent on SED/SUNY to schedule
<i>Instructions:</i>	<ul style="list-style-type: none"> • In January or February, check in with the SOL to find out if the school has had a compliance visit scheduled by SUNY or the SED. Alternatively, if the school is in its third year, find out in November when the third year visit is scheduled. If the school is in its 4th year, find out what work should be done to prepare for the renewal of the charter. • Work with the SOL and the NCOO on what work you can do to help prepare for the visit. This could include gathering documents, creating documents and preparing binders of information. • During the visit, observe as much as possible to become comfortable with what a compliance visit feels like. During interviews of Staff, Families or Board members <u>document the questions that are asked so that these can be used to create an FAQ for future visits.</u> If you cannot observe in the session, debrief with the interviewees immediately after the interview to capture the questions. • After the visit, document your reflections on the process to capture for the following year. From the information required for these visits, develop a binder system that will allow you to collect documentation as you go throughout the year to avoid doing it all at the end. In addition, document the systems template for compliance (what preparation you create, how you prepare staff, etc.).
<i>Related PD:</i>	<ul style="list-style-type: none"> • Compliance (regional)
<i>Resources:</i>	<ul style="list-style-type: none"> • Uncommon Schools Compliance Matrix, SUNY Compliance Visit Overview • Systems Documentation Template

Rubric:

1 (Needs Development)	2 (Meets Expectations)	3 (Exceeds Expectations)
<ul style="list-style-type: none"> • Fellow did not gather relevant material, observe visit, or send materials to NCOO. • Fellow did not complete a 5/5/5 reflection on the visit or capture an FAQ OR Fellow submitted 5/5/5 at very high level that may lead to confusion in the following year when they try and review to use. 	<ul style="list-style-type: none"> • Fellow gathered the key materials requested and captured the questions asked by the SED or authorizer (but did not document answers). • Fellow sent materials to NCOO. • Fellow submitted a 5/5/5 reflection that captured key takeaways that contained enough detail to be followed in preparation for following year. 	<p>All of meets expectations plus:</p> <ul style="list-style-type: none"> • Fellow gathered comprehensive detail for the FAQ. • Fellow recommended systems or other improvements that can be made to the overall support for compliance for schools.

Appendix:

1. Sample weekly check in agenda/protocol
2. Sample Fellow projects from prior years
3. Leadership Development Expense Guidelines

Sample weekly check in agenda/protocol with Host School Leader

Agenda Item	Description	Suggested Time
Review of upcoming week's schedule	<ul style="list-style-type: none"> • Review of SOL's schedule for upcoming week to identify opportunities and availability for Fellow. • Review of Fellow's week to review any days out of the building 	5-10 minutes
Review of next month's deliverables	<ul style="list-style-type: none"> • Fellow identify any deliverables with an upcoming due date to identify opportunities and directions with SOL. 	10-15 minutes
Questions	<ul style="list-style-type: none"> • Opportunity for Fellow to review any questions captured during the week for SOL about role, process at school, or anything else 	20 minutes
Feedback	<ul style="list-style-type: none"> • Time for SOL to give Fellow any feedback on deliverables, performance at school 	10 minutes
TOTAL TIME		55 minutes

Sample Fellows Projects from Prior Years

School Based Responsibilities:

- All food related work
 - Food data tracking
 - Food budgeting analysis
 - Rainbow ordering & relationship
- Facility renovations
- Report card conference scheduling
- Start-up Purchasing Tracker (ES) + Grade-Level Breakouts
- Enrichment
 - Teaching class for Fall Semester
 - Managing transitions 1 – 2 times per week (shadow at first for a few weeks)
 - Subbing for enrichment teachers
 - Point-person for Director for Programs
- Lunch duty everyday with Ops Leader
- Faculty meetings, as needed
- OM coverage (when out, or for OM worktime)
- 2nd grade Math IA creation
- OM coverage 2 x per week (1 AM and 1 PM)
- Create DTMS parent handbook
- Videotaping teachers (semi-monthly)
- DTMS Food Systems
 - Breakfast & lunch duty everyday for first few months
 - Creation of daily trackers and compliance trackers (for use across campuses)

Network Responsibilities:

- Teacher certification process documentation (ES)
- Maintenance supply vendor research
- Fall Survey
- MOA Law Enforcement
- Student recruitment research/driver- developing network wide student recruitment applications and lottery materials
- School Start-up Task List (ES)
- Managing OPS folder on server
- Work with Developer for new business cards, letterhead, logo, etc.
- Teacher certification process documentation (MS)
- OPS Manual & Task List
- Food Systems
 - Scannable food tracker
- School Start-up Task List (MS)
- Assessment process creation (for gathering docs)
- Petty cash systems
- Tech audit checklist
- Purchase new technology (scanner/copier) after research and negotiation with vendors

Leadership Development Expense Guidelines

General Policies

i. Meals

- a. For out of town travel, Uncommon will reimburse meals purchased on the day(s) of travel for up to \$15 for breakfast and lunch. Uncommon will reimburse up to \$25 for dinner.

ii. Transportation

- a. Uncommon will reimburse transportation (cabs) to non-residency schools, airports (both at the point of departure and arrival), train stations, and hotels for up to \$100. (Cab receipts must include the signature of a driver to be reimbursed.)
- b. All requests for travel reimbursement must appear on the Uncommon Expense Reimbursement Form and be accompanied by proof of expenditures and payments.
- c. When booking flights, Fellows should use Priceline.com or Kayak.com for a comprehensive comparison between airlines for the most affordable flight. Please note: when you book flights using Priceline or Kayak the flights are nonrefundable so if you think you might need to change your flight please look into other cost effective options.
 - i. Round trip flights from Newark/New York City to Boston should range between \$100 – \$150.
 - ii. Round trip flights from Newark/New York City to Rochester (and vice versa) vary dependent on the time of the year. Jet Blue is usually the cheapest airline carrier. However, it is always cheaper to take the train to/from Rochester. (Note: we do not have averages for Troy/Albany yet)
 - iii. Please take the train to Newark from NYC.
- d. If you rent a car (or are taking a cab) and you are going to the same location as other Fellows please team up with other Fellows to lower costs.
- e. In every case, the means of transportation which is least expensive to Uncommon and which is in the interest of efficiency, with proper consideration of circumstances, should be used. Reduced-rate round trip tickets should be used whenever possible.
- f. Mileage reported shall be on actual odometer readings of the vehicle. Mileage is reimbursed according to the IRS mileage reimbursement rate schedule, which as of January 2011 is \$.51.
- g. Parking and tolls are also reimbursable, provided that you submit proper receipts. No reimbursement shall be made for traffic violations such as parking, speeding, etc.

iii. Hotels

- a. Each person may have their own hotel room unless otherwise noted. If you order room service, please factor the cost of tip, tax and delivery into your budget for meals.
 - i. Hotel rates in Boston should be under \$150.
 - ii. Hotel rates in Rochester, New York should be under \$100.
 - iii. If it is necessary for you to stay in a hotel in New York City, hotels rates in New York City should be between \$150 - \$200.
- b. If you cannot find a hotel under the budgeted cost please ask for approval from the Director of Organizational Learning.

iv. Phones

- a. Employees shall not charge personal long-distance telephone calls to Uncommon, unless an exception is made by the MD, COO or his/her designee. Employees are liable for the costs of any personal phone calls they may make which are billed to Uncommon.

v. Purchases and Reimbursements

- a. It is always best to purchase supplies, materials, services, and equipment through Uncommon's normal procedures. Uncommon has established relationships with different vendors and often enjoys access to discounts, special rates and purchasing plans.
- b. If employees make reimbursable purchases independently, incur reimbursable expenses performing Uncommon business, or need Uncommon to issue a check to a third party, employees must be sure to:
 - i. Receive approval from the MD or COO in advance;
 - ii. Secure a receipt that clearly indicates purchased items and costs;
 - iii. Secure proof of payment;
 - iv. Complete a reimbursement/check request form and submit it to the Senior Accountant along with original receipts.
- c. The final decision on whether to reimburse an employee for any such expenses is vested with the MD or his/her designee. Uncommon will issue reimbursement checks once each month.

vi. Cultivation

- a. On occasion, a Fellow will be interested in sharing a meal with a prospective community partner or candidate for a school position. As a guideline, the Fellow should spend up to \$40 per person for dinner; up to \$25 per person for a lunch; and up to \$15 per person for a breakfast. All expenses should be approved by their MD or COO and are paid for by their school's budget.

vii. Expense Reimbursement Form

- a. To fill out the expense reimbursement form, please refer to the attached Leadership Development Chart of Accounts (note: updated Human Capital codes will be provided after financial year end is closed). Each expense must be booked to a certain account to ensure that the Finance team is able to allocate the expense accurately.
- b. All reimbursement claims, with the exception of mileage, must include original receipts. Mileage claims must include odometer readings. Meals will only be reimbursed with receipts, to a maximum of the meal allowance, including tip. If the meal costs more than the allowance, the balance will not be reimbursable.
- c. All reimbursement forms must have the approval of your supervisor. If an expense is over \$300 please check with the Director of Organizational Learning or with your Managing Director/COO.

Over the course of the Fellowship, Fellowship expenses are allocated to two budgets; **Organizational Learning Budget** and the **School Year 0 Budget**. Please use the following guidelines to determine which budget your expense will be allocated to and who must approve your expense.

	Organizational Learning Budget (DOL approve)	School Year 0 Budget (MD/COO approve)
School Visits		
Organized Fellowship Visit	X	
Additional Visits to schools that are agreed upon by Managing Director		x
Conferences and Professional Development		
Any Uncommon Sponsored retreat	x	
External Conferences or External Professional Development		x
Reference Materials and Supplies		
Additional books/video/materials		x
Holsters for Blackberries, laptop cases and bags		x
Fellowship Events		
Travel to and from Fellowship events	X	
Candidate Cultivation		x

Chart of Accounts

Bolded account numbers are high level charge codes. Please only use unbolded account numbers

Chart of Account	Name
84100	Leadership Development
84110	Leadership Retreat (Mohonk)
84120	Master Teacher Retreat
84130	Content Area Retreat (Math Retreat, Science Retreat)
84150	Instructional Fellowship (All Fellow events, visits, etc.)
84160	Operational Fellowship (All Fellow events, visits, etc.)

Uncommon Schools

PREPARATORY EXCELLENCE NORTH STAR COLLEGIATE TRUE NORTH LEADERSHIP

Uncommon Schools

Hollyhock Instructional Leadership Fellowship Program Guidebook 2011-2012

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”
John Quincy Adams



Uncommon Schools

PREPARATORY EXCELLENCE NORTH ★ STAR COLLEGIATE TRUE NORTH LEADERSHIP

Hollyhock Instructional Leadership Fellowship Guidebook 2011-2012

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Uncommon Schools

PREPARATORY EXCELLENCE NORTH ★ STAR COLLEGIATE TRUE NORTH LEADERSHIP

Hollyhock Instructional Leadership Fellowship Guidebook 2011-2012

Welcome to the Uncommon Schools Hollyhock Instructional Leadership Fellowship!

Congratulations on your selection for the Uncommon Schools Hollyhock Instructional Leadership Fellowship Program. As the fourth cohort, you are part of a highly selective group of future leaders that will help drive the growth of more Uncommon Schools – 44 schools over the next few years!

You come from a variety of backgrounds and span all five regions of Uncommon Schools. We are thrilled to have you as part of the school leadership and Uncommon Schools family, and excited to work with you to continue to build great schools.

This Fellowship program is a critical part of ensuring that we continue to create high-quality, high-achieving schools that work to close the achievement gap. By immersing you in the practices of our successful schools, our hope is that you not only learn the great practices that have helped them close the achievement gap, but that you also build on them and make them even better.

“Leadership development is a lifetime journey, not a quick trip.”

- John Maxwell

Consider this an initial guidebook for your journey towards a lifetime of leadership development. In it, we’ll cover what you need to pack for the journey (the skills and professional development we’ll provide and build in), what you’re going to see (the template for your development plan for your placement at the school) and where you’re going to go (the start-up roadmap and instructional guidelines you’ll complete to build the foundation for your school).

As the 2011-2012 Leadership Fellows, you are an impressive group of leaders and we are honored to embark on this journey with you. We have a lot of work ahead of us, but there is no more urgent and important work.

Best regards,

The Organizational Learning Team (part of the Human Capital Team)
Uncommon Schools

Uncommon Schools

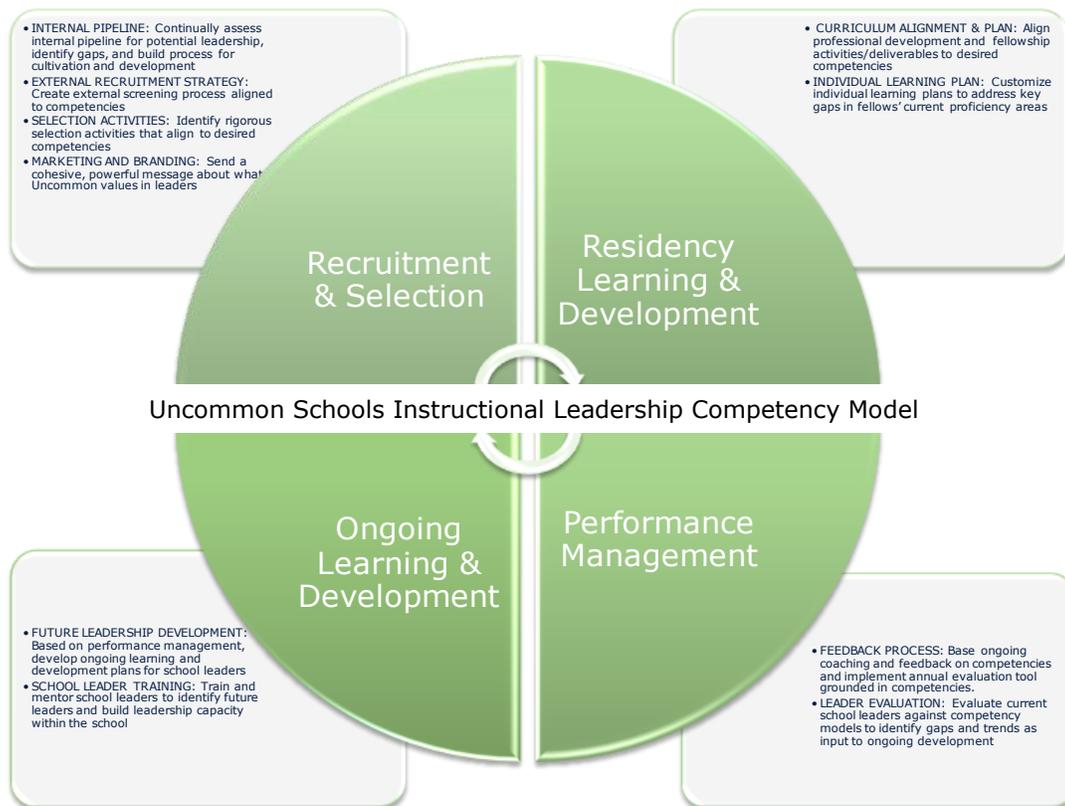
PREPARATORY EXCELLENCE NORTH STAR COLLEGIATE TRUE NORTH LEADERSHIP

Hollyhock Instructional Leadership Fellowship Guidebook 2011-2012

Overview of Uncommon Leadership Fellowship Program

The Uncommon Schools Leadership Fellowship Program was created to strategically identify, develop, and support leaders across the organization. As the organization looks to grow to 33 schools by 2012 and to a total of 44 schools in the next four years, it is critical to prepare our future leaders in an environment immersed in the successful practices of our current schools.

The Fellowship Program is one aspect of a longer-term vision to develop, support and retain our best people at Uncommon Schools as we continue to grow. As part of this, we hope to develop a pipeline of leaders and great teachers throughout the organization along the path of growth from staff/teacher to leader. The centerpiece of the program at Uncommon Schools is the creation of the competency models that define, in concrete terms, what the vision for excellence in school leadership is for both Operational and Instructional school leaders. All other aspects of the leadership development process align to these competencies to ensure we remain focused on the highest-leverage areas of leadership that impact our students. These elements are outlined in the graphic below.



Instructional Leadership Competency Model

1. Passion for and Commitment to Mission

- A. Shares a sense of urgency about closing the achievement gap and demonstrates tenacity and persistence in pursuit of solutions that maximize student achievement. Is willing to do whatever it takes to get the work done right.

2. Leadership

- A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations.
- B. Projects authority and can command a room of students, staff or families.
- C. Demonstrates emotional constancy in stressful situations and acts as a positive force in the school.

3. Management

- A. Consistently makes informed decisions that are in the best interest of the school, balancing the need to make people feel heard and respected with the need to remain resolute and firm when appropriate. Trains school teams to make such decisions.
- B. Effectively delegates responsibilities to the school leadership team, teachers, and staff.
- C. Provides specific, concrete, and timely feedback to direct reports.
- D. Mentors, coaches, and offers assignments that challenge and develop his/her staff members. Identifies and systematically develops future leaders.

4. Communication

- A. Engages in effective "difficult conversations" and provides clear, direct, and respectful feedback to students, families, staff, colleagues, vendors, and others.
- B. Communicates effectively with multiple parties and adapts communication style appropriately to each situation.

5. Capacity for and Commitment to Self-Reflection

- A. Continuously reflects on the strengths and weaknesses of his/her own performance, seeks out and incorporates feedback from others, and accepts responsibility for problems and mistakes.

6. Organization

- A. Carefully manages tasks and time, is well-organized, and is detail-oriented (i.e., sweat the small stuff: academic, cultural, and operational).
- B. Develops teacher, student, and classroom schedules that ensure that every adult and every student is accounted for at every moment of the day and engaged in activities that advance the mission of the school.

7. Instructional Expertise and Leadership

- A. Hires a high-quality faculty capable of producing breakthrough academic achievement gains.
- B. Provides instructional leadership informed by a nuanced understanding of best practices at the relevant grade levels in all of the core subjects (e.g., reading, writing, math, social studies, science).
- C. Creates a purposeful curriculum planning process that aligns clear, specific, and measurable standards for each subject, well-planned lessons and rigorous assessments.
- D. Provides teachers with specific, actionable, qualitative (i.e., narrative) and quantitative (i.e., rubric) feedback on their performance in all areas.
- E. Creates and manages a data-driven instructional process that includes rigorous interim assessments that are effectively aligned with high-stakes year-end assessments and college readiness. Aligns all other school leadership components to the data-driven instructional process (e.g., professional development, curriculum development, teacher observation/supervision, etc.)

8. Culture-Building

- A. Establishes school culture that reflects self-discipline and respect for learning (e.g., neat uniforms, appropriate tone when addressing adults, academic integrity).
- B. Ensures that academic excellence and the school's college preparatory mission are celebrated whenever and wherever the school community gathers (including classrooms, hallways, assemblies, and school events).
- C. Builds a collaborative culture in which teachers see themselves as school teachers rather than classroom teachers and in which all staff members view themselves as personally responsible for the school's success.
- D. Creates a professional learning community in which teachers regularly collaborate to reflect on and refine curriculum and instruction at the school using achievement data, student work, and their own observations/experiences.

9. Family Engagement

- A. Ensures effective communication with families with respect to student academic performance, student conduct, school programs, and school performance.
- B. Effectively engages families in support of the academic mission of the school (including homework supervision, meeting with teachers, etc.).

Eight Pillars of Leadership

Below are the eight pillars of leadership that drive successful schools. Each of these are aligned to the competencies listed above and will be the focus of specific trainings (listed in the italicized bullets below) as well as referenced in all workshops.

1. Data-Driven Instruction:

- Defining the end goal and shifting the focus to student learning (rather than what was taught)
- *Data Driven Instruction*

2. Planning:

- Building strong curriculum plans and lesson plans as a foundation for effective teaching
- *Putting it all Together*

3. Professional Development:

- Developing knowledge base about teaching
- Giving opportunities to practice in a controlled setting
- *Leading Adult Professional Development*

4. Observation and Feedback:

- Quickening the feedback/improvement loop
- *Observation and Feedback*

5. Student Culture:

- Creating an environment of engagement & joy
- *Leading Student Culture*

6. Staff Culture:

- Building a strong community of adults to support student learning
- *Connecting with and Managing Teachers*

7. Leadership Development:

- Developing instructional leadership beyond just the principal
- *Leading Staff Culture*

8. Time/Task Management:

- Utilizing time most effectively to drive excellence
- *Time and Task Management*

Goals of the Fellowship Experience

1. Fellows will internalize the competencies needed to lead a high-performing school by experiential learning that is immersed in the day to day activities of the school. By integrating fully in the school environment, they will gain exposure to the more challenging scenarios they may face and be placed in situations where they are challenged to make decisions and manage the complexity of scenarios that occur at a school.
2. Fellows will develop their leadership skills with a commitment to self-reflection gained through collaboration and feedback. Feedback may be received from host school leadership teams, Uncommon's Director of Organizational Learning, Chief Operating Officers, Managing Directors and Associate Managing Directors and through the completion of intensive, ongoing professional development aligned to the Uncommon Leadership competency model.
3. Fellows will have strong models of leadership excellence to learn from and mentor them. These relationships are most effective when school leader mentors are open and reflective about the lessons learned and create time to meet with Fellows in a structured way.
4. Fellows use these experiences and structured opportunities for feedback to execute a comprehensive start-up roadmap beginning in the spring of 2012 and culminating with the successful launch of their school.

Key Fellowship Elements (Overview of Your Journey)

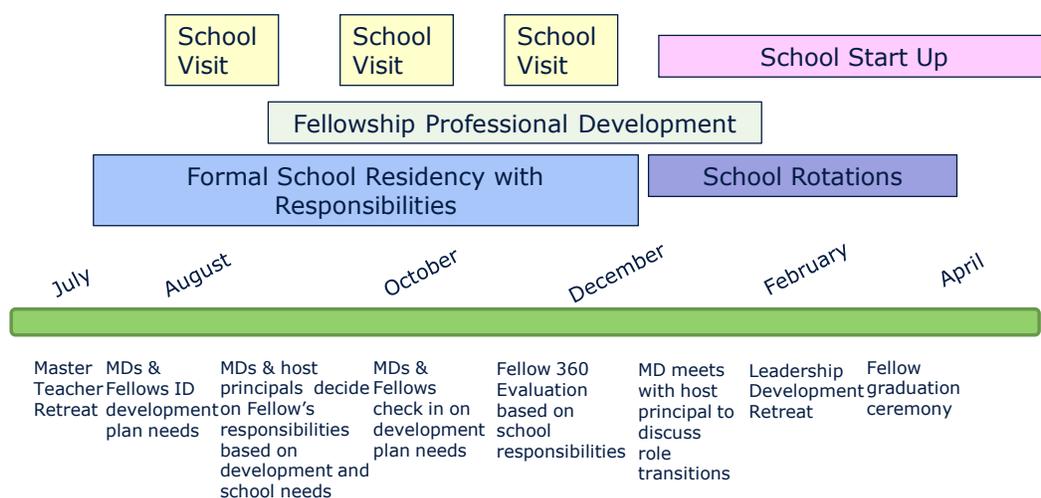
The Fellowship year is based on a foundation of six key elements that build the leadership journey. Each element is designed to build Fellows’ capacity towards becoming effective instructional school leaders. These include:

- Professional Development (The Packing List)
- School Visits (The Walking Tour)
- Fellowship Immersion (The Things to Do)
- Instructional Leadership Meetings (Travel Companions)
- School Startup Preparation (The Roadmap)
- Evaluation and Feedback (The Tour Guide)

The Fellows’ development is based on a cycle of Professional Development, the school residency and school startup planning as well as multiple opportunities for formal and informal feedback.

Leadership Fellowship At-A-Glance

OVERVIEW: INSTRUCTIONAL FELLOWSHIP CALENDAR



Ongoing Fellow Check ins:
 Weekly check in with School Inst Leader (August-December),
 Biweekly check in with MD (July through April),
 Monthly check in with DOL (September-March)

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Professional Development

Starting in July 2011, Fellows will engage in professional development focusing on three main domains: Leadership and Management, Instructional Leadership, and Cultural Leadership. The following PD will be offered throughout the year relating to these domains and aligned to the specific leadership competencies.

Leadership and Management

- Connecting with and Leading Teachers
- Personal Effectiveness (Prioritization, Time Management, Execution and Disciplined Focus)
- Teacher Recruitment
- Student Recruitment (region specific)

Instructional Leadership

- Teaching the Taxonomy
- Observation and Feedback 101/201
- Teaching Reading
- Teaching Math
- Teaching History
- Teaching Science
- Data Driven Instruction
- Special Education
- Putting it All Together

Cultural Leadership

- Leading Student Culture
- Leading Staff Culture
- Systems Thinking and Project Management
- Working with Families
- Development/Marketing – Overview, External Relations and Media Training

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School Visits

In addition, Fellows will be required to participate in a minimum of 3 group school visits to gain breadth of experience and to learn from other schools particularly around issues and logistics of school culture, management and other systems, the relationship between planning and instruction, and joy and engagement. By doing a group visit with all Fellows, we create a shared language and vocabulary for school visits that builds from a group debrief with current leaders. In addition, it creates the space for leadership partners to discuss takeaways for their school.

In addition, the Fellow and Managing Director may select other schools for the Fellow to visit individually that align to the programmatic goals of the particular school the Fellow will open.

School Immersion Guidelines

Instructional Leadership Fellows will be responsible for a variety of roles and specific projects relating to the competencies that will be completed over the course of the fall residency. The roles and projects will be geared toward a final outcome of building plans for the schools you will open or build upon. Fellows will work with their Managing Directors, Host Principals and Director of Organizational Learning to determine the role and projects that will maximize learning and address specific needed competencies for each Fellow. These will be outlined in the individual development plan. For all of these, Fellows will receive formal and/or informal feedback from the following four parties, depending on the project/role: the Managing Director (MD), the Director of Organizational Learning (DOL), the Host Principal, and/or other Fellows.

Fellows and Host Schools should be aware that Fellows should continue to be immersed in the day-to-day activities and life of the school during this time, and that any additional work (while equally important) is to be completed on the Fellow's time and should come as secondary to school responsibilities (see Expectations of Residents for more specificity).

Instructional Leadership Meetings

The MDs will host periodic network based leadership meetings with the Fellows and often current Instructional Leaders for the purpose of information sharing and networking across schools. These dates are in the evenings and are incorporated into the calendar included in this handbook, although more may be announced

School Startup Preparation

During the spring of 2012, Fellows will begin building the roadmap for their future school in collaboration with their Managing Director, Network COO, the Operations Fellow, and the Uncommon Home Office.

This work will include (but is not limited to) the development of:

- Assessments
- Academic Policies and Systems
- Curriculum
- Character Education
- Cultural Blueprints
- Instructional Guidelines
- Scheduling
- Other programming, e.g. PD, Afterschool Programs.

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- Recruitment Strategies, Needs, and Logistics
- Family Involvement Plan

During this time, the Fellow's primary responsibility will be school start-up and their secondary responsibility may include work at the school as agreed upon by the host school, Director of Organizational Learning and Managing Director. This handbook contains a sample Start-up Roadmap that can be used for reference. A more up-to-date version will be provided to Fellows by their MDs after the Network leaders (MD, COO) have had a chance to revise this list with lessons learned from the 2010 start-up process.

Evaluation and Feedback

In addition to the ongoing formal and informal feedback Fellows will receive relating to the school based roles and projects, they will have 3 main additional forms of feedback and evaluation.

The first is through the ***Individual Development Plan (IDP)***. This plan is designed around the eight pillars of leadership and used to identify the specific development areas around which the Fellow will focus their development effort on during the Fellowship. It will be discussed and agreed jointly between the Fellow, Managing Director and Director of Organizational Learning and shared with the host school leadership team. All four will be partners in the support of the Fellow around these areas and in the design of specific Fellowship assignments meant to reinforce and provide practice in these areas. There is a blank template of the Individual Development Plan to give Fellows a better sense of what their year may look like.

The second form of feedback and evaluation will be ***informal feedback loops*** that will connect host Principals, Fellows, and/or the Director of Organizational Learning. These will be focused on addressing areas of concern and generally how the Fellowship experience can continuously improve for host schools and Fellows. These will occur during the regular meeting check ins which will be scheduled at the beginning of the year.

Finally, the Fellows will receive ***formal feedback*** from the Director of Organizational Learning, staff from their Host School and their Managing Director by March 2012.

Fellowship Expectations

Meeting the goals of the program requires baseline expectations for Fellowship Hosts, Fellows, and Uncommon. Understanding what is expected and required will help provide the most successful experience for Host Schools and Fellows during the Fellowship.

Expectations of Fellows

- Engage in and become a fully contributing member of the school. This means doing anything needed – the best way to learn is to understand the full spectrum of work at the school. Leaders should understand all levels of work that need to be done at the school to inform their management of others.
- Be proactive in pursuing opportunities and asking questions but balance this with being sensitive to needs of school leaders to run the school. Set up and prepare for a **weekly check-in meeting with your Host School leader**. The purpose of this meeting should be to save up larger questions for set aside time and to review any questions on responsibilities. The fellow should drive the agenda for this meeting. Be an active learner. Put yourself in a position to interact in real-time conversations at the school (do not work isolated in a room).
- Provide feedback to MD, Network COO or DOL **on concerns during the fellowship and suggestions for improvement** – be actively responsible and own the fellowship experience. **Actively manage individual development plans** to ensure opportunities are scheduled to develop each area.
- Attend all PD sessions and school visits – remind school leaders well in advance of absences even though they will be given the dates.
- Attend and prepare for all check-ins with the MD and/or DOL. These will be scheduled at the beginning of the year. Complete any electronic surveys or requests for feedback.
- Code of Conduct & Personnel Policies – fellows are expected to behave professionally and follow the personnel policies of the school at which they are hosted.
- For any Fellowship Events that require coordination with other current School Leaders (such as School Rotations), be respectful of their time and give at least a week's notice for any cancellations.
- For all PD sessions, Fellows should arrive on time and stay the full session. Blackberries should be silenced during the session.

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Expectations of Fellowship Residency Hosts

- Provide access to key leadership discussions and meetings. Be upfront and clear around expectations and norms during the meeting to set Fellows' up for success.
- Provide access to difficult conversations whenever possible (including with families, students, and teachers).
- Integrate Fellow into the school life – introduce to staff, students – and provide a meaningful role for them that serves a school need wherever possible. Staff generally welcome a Fellow more into the life of the school if it is clear to them what role the Fellow plays at the school – they should not be presented as guests or visitors but as part of the Uncommon family.
- Provide concrete, detailed and actionable feedback for all projects or roles that require school-based feedback and any other observable actions that can benefit from feedback.
- Provide relief from school responsibilities for Fellowship events that are planned in advance in the calendar and provided to schools. In addition, provide relief from school responsibilities for school development activities that cannot be scheduled outside of the regular school day (e.g., board cultivation).
- Allocate school space for the Fellow to work (ideally in a shared office with someone from the leadership team or in the staff room for maximum exposure).
- Coordinate with the Managing Director and Uncommon Director of Organizational Learning to provide feedback, share concerns, and continuously improve the fellowship for hosts and fellows.
- **Weekly check in with the Fellow** – to try and balance questions of Fellows with ongoing responsibilities of the school, set up dedicated time for the Fellow to ask more detailed questions and commit to this time each week. The Fellow should be responsible for setting and driving the agenda
- School leaders should leverage the fellow to do any work as needed, with a few guiding principles:
 - The work should be anything the Instructional Leader would generally do themselves if they did not have a fellow or Director of Staff Development.
 - School leaders should think about any big projects they have not been able to get to as ideal projects to parse out for the Fellow to do with guidance.
 - For any work that is assigned to the Fellow, the school leader should provide the context– why it is important to the work at the school, what lessons have been learned in the process and what the clear desired outcome is.

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Expectations of Uncommon Schools

- Identify and secure residency for Fellows at Uncommon Schools.
- Develop, manage and execute high quality professional development that is linked to leadership competencies and on-the-ground active learning during the fellowship.
- Develop an individual development plan in partnership with each Fellow and Managing Director that identifies specific growth areas for Fellows and targeted individualized deliverables based on that Fellow's needs. Plans should include SMART Goals – specific, measurable, achievable, realistic and timely.
- Work with the Managing Director to develop meaningful roles and projects aligned to leadership pillars that build products for the start of a new school. Coordination with Fellows and Host Schools to ensure an open feedback loop that drives excellence for both the Fellow and school. Incorporate feedback on a timely basis to continuously improve the fellowship process.
- Develop, manage and execute high quality group school visits and debrief sessions for Fellows. Attend all check-in sessions scheduled with Fellows and Hosts.

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Fellowship Calendar: *Fellowship sessions will be held on Tuesdays and will usually be two sessions back to back.*

JULY	AUGUST	SEPTEMBER	OCTOBER
Key Dates: Begin fellowship at Host School	Key Dates: Staff and Family Orientation First Day of School	Key Dates: Labor Day, First Day of School, Finalize IDP	Key Dates: Columbus Day
Professional Dev't: July 25-July 28: Master Teacher Retreat	Professional Dev't: Complete Individual Development Plans	Professional Dev't: Leading Adult PD Leading Student Culture	Professional Dev't: Teaching Science Data- Driven Instruction
NOVEMBER	DECEMBER	JANUARY	FEBRUARY
Key Dates: Election Day & Thanksgiving NYS Exam (Social Studies)	Key Dates: Winter Break	Key Dates: NY State Exam (ELA)	Key Dates: Mid-winter Break
Professional Dev't: Teacher Recruitment SCHOOL VISIT	Professional Dev't: Working with Families Hiring Operations Support Staff	Professional Dev't: Development and Marketing Teaching Math SCHOOL VISIT	Professional Dev't: Uncommon Leadership Retreat Leading Staff Culture Putting it All Together SCHOOL VISIT
MARCH	APRIL	MAY	JUNE
Key Dates: NY State Exam (Math) NJ HSPA Exam	Key Dates: Spring Break, NY State Exam (Science), NJ ASK Exam	Key Dates: NJ ASK Exam Memorial Day	Key Dates: Terra Nova Exams End of Year Evaluation
Professional Dev't: N/A	Professional Dev't: N/A	Professional Dev't: N/A	Professional Dev't: N/A

Description of Professional Development

1. *Uncommon Leadership Institute and Master Teacher Retreat – Teacher to Leader, Teaching the Taxonomy, 5-12 Math, K-4 Reading or 5-8 Reading, High School Taxonomy*

Date:	July 25-July 28
Time:	Full day sessions
Location:	Hamilton Park Conference Center
Instructor:	Paul Bambrick, Managing Director North Star Academy Doug Lemov, Managing Director True North Network Jesse Rector, Principal, North Star Clinton Hill Erica Woolway, Chief Academic Officer of The Taxonomy
Related Competencies:	8C. Builds a collaborative culture in which teachers see themselves as school teachers rather than classroom teachers and in which all staff members view themselves as personally responsible for the school's success. 8D. Creates a professional learning community in which teachers regularly collaborate

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	to reflect on and refine curriculum and instruction at the school using achievement data, student work, and their own observations/experiences.
Pre-Reading:	N/A
Session Description:	<p>By the end of these sessions, Fellows will be able to:</p> <ul style="list-style-type: none"> • Understand how to conduct high-leverage professional development that drives results for teachers using Uncommon's Taxonomy of Effective Teaching Practices; • Understand the variety of activities and be aware of the resources available when planning a professional development session • Develop a detailed plan for executing Taxonomy professional development; and • Develop a network across the Uncommon network of Fellows, Principals and Master Teachers.

2. *Uncommon Leadership Institute and Master Teacher Retreat – Observation and Feedback 101/201*

Date:	July 26, 2011
Time:	8:30am – 6:00pm
Location:	Hamilton Park Conference Center
Instructor:	Paul Bambrick, Managing Director North Star Network Julie Jackson, Associate Managing Director North Star Network
Related Competencies:	<p>7B. Provides instructional leadership informed by a nuanced understanding of best practices at the relevant grade levels in all of the core subjects (reading, writing, math, social studies, science).</p> <p>7D. Provides teachers with specific, actionable, qualitative (i.e., narrative) and quantitative (i.e., rubric) feedback on their performance in all areas.</p>
Pre-Reading:	<i>The Skillful Teacher</i> , Jon Saphier (<i>recommended reading, not pre-reading</i>)
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ul style="list-style-type: none"> • Critique non-perfect sample teaching videos and lesson plans focusing on the areas of curricular planning, taxonomy elements, lesson plans and data analysis; • Prioritize and select the highest leverage observations and role play giving feedback to teachers; and • Build accountability mechanisms to guarantee teacher responsiveness to feedback and practice difficult conversations when teachers are not improving adequately.

3. *Time and Task Management*

Date:	July 25, 2011
Time:	1:30 pm – 5:30 pm
Location:	TBD
Instructor:	Michael Ambriz, Chief Operating Officer North Star Academy
Related Competencies:	<p>6A. Carefully manages and prioritizes tasks and time.</p> <p>6B. Demonstrates extremely careful attention to quality, detail, and follow-through.</p> <p>6C. Maintains organized and transparent files and records for both compliance purposes and leadership succession.</p>
Pre-Reading:	Getting Control of Your Life: The Five Stages of Mastering Work Flow: Chapter 2
Session Description:	By the end of this session, Fellows will be able to:

	<ul style="list-style-type: none"> Identify the challenges they will face in managing the work of starting a school and begin to develop systems for mitigating the risks; and Develop some tools and systems for focusing on the highest priority work, managing the myriad of tasks in the operations world and structuring large projects into management pieces.
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4. *Leading Adult Professional Development*

Date:	September 20, 2011
Time:	8:00 AM-12:00 PM
Location:	North Star Vailsburg ES
Instructor:	Paul Bambrick, Managing Director North Star Network
Related Competencies:	<p>7B. Provides instructional leadership informed by a nuanced understanding of best practices at the relevant grade levels in all of the core</p> <p>7E. Aligns all other school leadership components to the data-driven instructional process (e.g., professional development, curriculum development, teacher observation/supervision, etc.)</p> <p>8D. Creates a professional learning community in which teachers regularly collaborate to reflect on and refine curriculum and instruction at the school using achievement data, student work, and their own observations/experiences.</p>
Pre-Reading:	N/A
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ul style="list-style-type: none"> Lead workshops following the “Living the Learning” method to ensure participants Anticipate and know how to approach discipline situations that could impact the culture of the school.

5. *Leading Student Culture*

Date:	September 20, 2011
Time:	1:00 PM-5:00 PM
Location:	North Star Vailsburg ES
Instructor:	Julie Jackson, Principal, North Star Elementary
Related Competencies:	<p>2A. Inspires students, families, staff, and others to believe in and reflect the school’s mission and high expectations.</p> <p>8A. Establishes school culture that reflects self-discipline and respect for learning (e.g., neat uniforms, appropriate tone when addressing adults, academic integrity).</p>
Pre-Reading:	TBD
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ul style="list-style-type: none"> Understand how to establish a school culture that reflects self-discipline and respect for learning (e.g., neat uniforms, appropriate tone when addressing adults, academic integrity); and Anticipate and know how to approach discipline situations that could impact the culture of the school.

6. *Data Driven Instruction*

Date:	October 14, 2010
Time:	8:00 am – 5:00 pm
Location:	North Star High School
Instructor:	Paul Bambrick, Managing Director North Star Academy Network
Related Competencies:	7E. Creates and manages a data-driven instructional process that includes rigorous interim assessments that are effectively aligned with high-stakes year-end assessments and college readiness. Aligns all other school leadership components to the data-driven instructional process (professional development, curriculum development, teacher observation/supervision, etc.)
Pre-Reading:	<i>The Results Fieldbook</i> , Mike Schmoker
Session Description:	By the end of this session, Fellows will be able to: <ul style="list-style-type: none"> • Support the creation of quality interim assessments that are purposefully and effectively aligned with year-end assessments; • Recognize the components in a quality data-driven instruction plan such as assessment calendars, team meeting structures and analysis templates; • Change teacher belief systems around student learning and instructional practice through data-driven conversations and meetings; and • Align all other school leadership components to the data-driven instructional process including professional development, curriculum development, and teacher observation.

7. *Teaching Science*

Date:	October 25, 2011
Time:	8:00 AM - 12:00 PM
Location:	Uncommon Home Office
Instructor:	Dana Lehman, Managing Director, Preparatory Network Jabali Sawicki, Principal, Excellence Boys Charter School
Related Competencies:	7B. Provides instructional leadership informed by a nuanced understanding of best practices at the relevant grade levels in all of the core subjects (reading, writing, math, social studies, science).
Pre-Reading:	<ul style="list-style-type: none"> • <i>Cultural Literacy: What Every American Needs to Know</i>, E.D. Hirsch • <i>Science Taxonomy</i>
Session Description:	By the end of this session, Fellows will be able to: <ul style="list-style-type: none"> • Have a nuanced understanding of the best practices across grade levels for science instruction; • Understand how to review and critique science assessments for alignment with external assessments and college-ready rigor; and • Feel more comfortable observing and providing feedback around science instruction.

8. *Teacher Recruitment*

Date:	November 8, 2011
Time:	8:00 AM -12:00 PM
Location:	Uncommon Home Office
Instructor:	Stephanie Nelson, Uncommon Schools Director of Recruitment Julie Kennedy, Associate Managing Director, Leadership Network
Related Competencies:	2A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations. 7A. Hires a high-quality faculty capable of producing breakthrough academic achievement gains.
Pre-Reading:	TBD
Session Description:	By the end of this session, Fellows will be able to: <ul style="list-style-type: none"> Assess teacher quality through reading resumes, conducting interviews, observing sample lessons, and reviewing writing samples and transcripts; and Learn how to support the instructional leader to hire a high-quality faculty capable of producing breakthrough academic achievement gains.

9. *Teaching History*

Date:	November 8, 2011
Time:	1:00 PM-5:00 PM
Location:	TBD
Instructor:	TBD
Related Competencies:	7B. Provides instructional leadership informed by a nuanced understanding of best practices at the relevant grade levels in all of the core subjects (reading, writing, math, social studies, science).
Pre-Reading:	<ul style="list-style-type: none"> <i>Cultural Literacy: What Every American Needs to Know</i>, E.D. Hirsch <i>The Knowledge Deficit</i>, E.D. Hirsch
Session Description:	By the end of this session, Fellows will be able to: <ul style="list-style-type: none"> Have a nuanced understanding of the best practices across grade levels for history instruction; Understand how to review and critique history assessments for alignment with external assessments and college-ready rigor; and Feel more comfortable observing and providing feedback around history instruction.

10. *Working with Families*

Date:	December 6, 2011
Time:	1:00PM - 5:00PM

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Location:	Uncommon Home Office
Instructor:	Jabali Sawicki, Principal, Excellence Boys Charter School Will Austin, Chief Operating Officer, Preparatory Network
Related Competencies:	2A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations. 2C. Demonstrates emotional constancy in stressful situations and acts as a positive force in the school. 4A. Engages in effective difficult conversations and provides clear, direct, and respectful feedback to students, families, staff, colleagues, vendors, and others. 4B. Communicates effectively with multiple parties and adapts communication style appropriately to each situation. 9A. Ensures effective communication with families with respect to student academic performance, student conduct, school programs, and school performance. 9B. Effectively engages families in support of the academic mission of the school (including homework supervision, meeting with teachers, etc.).
Pre-Reading:	Other People's Children, Lisa Delpit Trust in Schools, Bryk & Schneider
Session Description:	By the end of this session, Fellows will be able to: <ul style="list-style-type: none"> • Understand and respond to the unique scenarios that confront school leaders when working with families; and • Work with and better understand the differences across race and class with families to achieve the end goal of student achievement.

11. Development/Marketing & Media Training

Date:	January 10, 2012
Time:	8:00 AM -12:00 PM
Location:	Uncommon Home Office
Instructor:	Searcy Milam, Uncommon Schools Director of Marketing Brigid Ganley, Uncommon Schools Director of Development
Related Competencies:	2A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations. 8A. Establishes school culture that reflects self-discipline and respect for learning (e.g., neat uniforms, appropriate tone when addressing adults, academic integrity).
Pre-Reading:	TBD
Session Description:	By the end of this session, Fellows will be able to: <ul style="list-style-type: none"> • Understand the process for securing private funding for school growth and what the school leader's role is; • Understand the marketing process for schools; and • Be able to lead a tour or conduct an interview with a funder.

12. Teaching Math (MS only)

Date:	January 10, 2012
Time:	1:00PM - 5:00 PM
Location:	TBD

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Instructor:	TBD
Related Competencies:	7B. Provides instructional leadership informed by a nuanced understanding of best practices at the relevant grade levels in all of the core subjects (reading, writing, math, social studies, science).
Pre-Reading:	<i>Knowing and Teaching Elementary Mathematics: Teachers' Understanding of Fundamental Mathematics in China and the United States</i> , Liping Ma
Session Description:	By the end of this session Fellows will be able to: <ul style="list-style-type: none"> • Deepen their understanding of math instruction by understanding the best practices across Uncommon Schools; and • Develop a nuanced understanding of math across grade levels in order to coach teachers through planning, assessment and observations.

13. Uncommon Leadership Retreat

Date:	February, 2012
Time:	Friday evening to Sunday afternoon
Location:	Mohonk Mountain House (http://www.mohonk.com)
Instructor:	Various
Pre-Reading:	TBD
Session Description:	The Uncommon Schools Leadership Retreat is a chance for school leadership teams, Uncommon partners and Uncommon Home Office members to retreat for a weekend. The weekend will include professional development, networking and a chance to tackle some of the greater challenges being faced at the schools and in the home office.

14. Putting it all Together

Date:	February 28, 2012
Time:	8:00 AM-12:00 PM
Location:	Uncommon Home Office
Instructor:	Paul Bambrick, Managing Director North Star Network
Related Competencies:	3B. Effectively delegates responsibilities to the school leadership team, teachers, and staff. 3C. Provides specific, concrete, and timely feedback to direct reports. 7E. Aligns all other school leadership components to the data-driven instructional process (e.g., professional development, curriculum development, teacher observation/supervision, etc.) 8D. Creates a professional learning community in which teachers regularly collaborate to reflect on and refine curriculum and instruction at the school using achievement data, student work, and their own observations/experiences.
Pre-Reading:	N/A
Session Description:	By the end of this session, Fellows will be able to: <ol style="list-style-type: none"> 1. Lead the seven instructional pillars in your school (DDI, planning, PD, observation and feedback, student culture, adult learning, leadership development, task/time management)

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	<ul style="list-style-type: none"> Develop a set of goals, schedule and task list to manage the seven pillars effectively the culture of the school.
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15. Leading Staff Culture

Date:	February 28, 2012
Time:	8:00 AM -12:00PM
Location:	Uncommon Home Office
Instructor:	Brett Peiser, Managing Director, Collegiate & Leadership Julie Kennedy, Associate Managing Director, Leadership Network
Related Competencies:	<p>2A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations.</p> <p>2C. Demonstrates emotional constancy in stressful situations and acts as a positive force in the school.</p> <p>3A. Consistently makes informed decisions that are in the best interest of the school, balancing the need to make people feel heard and respected with the need to remain resolute and firm when appropriate. Trains school teams to make such decisions.</p> <p>4A. Engages in effective difficult conversations and provides clear, direct, and respectful feedback to students, families, staff, colleagues, vendors, and others.</p> <p>6C. Builds a collaborative culture in which teachers see themselves as school teachers rather than classroom teachers and in which all staff members view themselves as personally responsible for the school's success.</p>
Pre-Reading:	TBD
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ul style="list-style-type: none"> Recognize the unique organizational behavior of schools and how this behavior affects the implementation and management of the school's goals; Learn how to build a collaborative culture in which teachers see themselves as school teachers rather than classroom teachers and in which all staff members view themselves as personally responsible for the school's success; Ensure staff feel appreciated and have opportunities for growth; and Have difficult conversations with teachers and staff and explore lessons learned about managing teachers from experienced school leaders.

To Be Determined*16. Driving Student Achievement with Special Education*

Date:	February 2011
Time:	TBD
Location:	Uncommon Home Office
Instructor:	Meghan Fitzgerald, Uncommon Schools Director of Special Education
Related Competencies:	3A. Consistently makes informed decisions that are in the best interest of the school, balancing the need to make people feel heard and respected with the need to remain resolute and firm when appropriate. Trains school teams to make such decisions.
Pre-Reading:	TBD
Session Description:	By the end of this session, Fellows will be able to: <ul style="list-style-type: none"> • Follow the identification process for SPED/at-risk students (a basic introduction to the Special Education program and student support teams); • Be aware of the Uncommon approach to reading intervention (Wilson, etc.); • Understand how to modify instruction for SPED needs; • Understand how to develop and implement behavior plans (SSP); and • Learn how to review, observe and provide feedback to teachers around the implementation of academic solutions to special education needs.

17. General Education and Special Education Discipline and School Law

Date:	By Network
Time:	TBD
Location:	TBD
Instructor:	Meghan Fitzgerald, Uncommon Schools Director of Special Education
Related Competencies:	3A. Consistently makes informed decisions that are in the best interest of the school, balancing the need to make people feel heard and respected with the need to remain resolute and firm when appropriate. Trains school teams to make such decisions. 9A. Ensures effective communication with families with respect to student academic performance, student conduct, school programs, and school performance.
Pre-Reading:	TBD
Session Description:	By the end of this session, Fellows will be able to: <ul style="list-style-type: none"> • Understand at a high level the approach and process for special education at Uncommon; • Stay compliant with the legal requirements for discipline of special education students; • Understand general guidelines and legal considerations for discipline of all students (and any corresponding documentation required); and • Problem-solve solutions to common cases involving the discipline of a student with a disability.

18. *Student Recruitment*

Date:	By Network
Time:	By Network
Location:	TBD
Instructor:	Network COOs
Related Competencies:	2A. Inspires students, families, staff, and others to believe in and reflect the school's mission and high expectations.
Pre-Reading:	Uncommon Schools Operations Manual, Student Recruitment
Session Description:	<p>By the end of this session, Fellows will be able to:</p> <ul style="list-style-type: none"> • Understand the requirements and guidelines around recruiting students; • Understand the division of responsibilities for recruitment between Uncommon Schools and individual schools; and • Know the timeline and related tasks for student recruitment and leverage best practices across schools.

Words of Wisdom from Current Principals

- Create systems as early as possible that free you up to give academic feedback to teachers.
- Do not be afraid to sweat all of the small things at first.
- Be a hedgehog around your academic program expectations and systems for the first two years.
- Don't be overconfident.
- Learn as much as you can; develop expertise in areas in which you do not currently have it.
- Know what your weaknesses are and use the Fellowship year to work on them.
- Think through what you will do every minute of the day when you open your school.
- Be prepared for difficult conversations.
- Think about how you are going to maintain balance in your life.
- Don't be afraid to disappoint families in pursuit of the mission of the school.
- Treat people well, but don't compromise student success.
- The staff will do everything that they see you do – be aware of what you are modeling.
- Know the outcomes you want from meetings before you go into them.
- Give feedback on the feedback you're given - be clear about what is resonating and what is not.

Uncommon Schools

PREPARATORY EXCELLENCE NORTH ★ STAR COLLEGIATE TRUE NORTH LEADERSHIP

Hollyhock Instructional Leadership Fellowship Guidebook 2011-2012

Leadership Plan Template

This Template should be completed by the Fellow in the beginning of the school year. The MD will give input on the document and share it with the host principal. The Fellow will check in with the MD on the document as a whole at least once a month to describe growth, challenges and questions with changes and additions to this document as necessary. In January-February, there will be a 360 evaluation that includes feedback on each of the goals below.

ACADEMIC INITIATIVES GOAL:	OBJECTIVES/DRIVERS:	MILESTONES: major steps/deadlines to ensure accomplishment of the goal <ul style="list-style-type: none"> Regular check-in meetings Tools for monitoring/evaluating progress PD sessions 	DATES: when milestones will be completed (or Frequency of Occurrence)
CURRICULUM ALIGNMENT & PLANNING:			
PROFESSIONAL DEVT:			
OBSERVATION & FEEDBACK:			
DATA DRIVEN:			
CULTURE: Create & sustain a school culture for students and staff that supports and enhances the school's mission. GOAL:	OBJECTIVES/DRIVERS:	MILESTONES: major steps/deadlines to ensure accomplishment of the goal <ul style="list-style-type: none"> Regular check-in meetings Tools for monitoring/evaluating progress PD sessions 	DATES: when milestones will be completed (or Frequency of Occurrence)
STUDENT CULTURE:			
STAFF CULTURE:			
FAMILY ENGAGEMENT:			

LEADERSHIP: Improve leadership skills, lead cross-campus initiatives, and develop rising leaders for the future. GOAL:	OBJECTIVES/DRIVERS:	MILESTONES: major steps/deadlines to ensure accomplishment of the goal <ul style="list-style-type: none"> Regular check-in meetings Tools for monitoring/evaluating progress PD sessions 	DATES: when milestones will be completed (or Frequency of Occurrence)
PERSONAL LEADERSHIP DEVELOPMENT:			
MANAGING OTHERS:			
INDIVIDUAL PROJECT 1			
INDIVIDUAL PROJECT 2			

Leadership Development Expense Guidelines

General Policies

i. Meals

- a. For out of town travel, Uncommon will reimburse meals purchased on the day(s) of travel for up to \$15 for breakfast and lunch. Uncommon will reimburse up to \$25 for dinner.

ii. Transportation

- a. Uncommon will reimburse transportation (cabs) to non-residency schools, airports (both at the point of departure and arrival), train stations, and hotels for up to \$100. (Cab receipts must include the signature of a driver to be reimbursed.)
- b. All requests for travel reimbursement must appear on the Uncommon Expense Reimbursement Form and be accompanied by proof of expenditures and payments.
- c. When booking flights, Fellows should use Priceline.com or Kayak.com for a comprehensive comparison between airlines for the most affordable flight. Please note: when you book flights using Priceline or Kayak the flights are nonrefundable so if you think you might need to change your flight please look into other cost effective options.
 - i. Round trip flights from Newark/New York City to Boston should range between \$100 – \$150.
 - ii. Round trip flights from Newark/New York City to Rochester (and vice versa) vary dependent on the time of the year. Jet Blue is usually the cheapest airline carrier. However, it is always cheaper to take the train to/from Rochester. (Note: we do not have averages for Troy/Albany yet)
 - iii. Please take the train to Newark from NYC.
- d. If you rent a car (or are taking a cab) and you are going to the same location as other Fellows please team up with other Fellows to lower costs.
- e. In every case, the means of transportation which is least expensive to Uncommon and which is in the interest of efficiency, with proper consideration of circumstances, should be used. Reduced-rate round trip tickets should be used whenever possible.
- f. Mileage reported shall be on actual odometer readings of the vehicle. Mileage is reimbursed according to the IRS mileage reimbursement rate schedule, which as of January 2011 is \$.51.
- g. Parking and tolls are also reimbursable, provided that you submit proper receipts. No reimbursement shall be made for traffic violations such as parking, speeding, etc.

iii. Hotels

- a. Each person may have their own hotel room unless otherwise noted. If you order room service, please factor the cost of tip, tax and delivery into your budget for meals.
 - i. Hotel rates in Boston should be under \$150.
 - ii. Hotel rates in Rochester, New York should be under \$100.
 - iii. If it is necessary for you to stay in a hotel in New York City, hotels rates in New York City should be between \$150 - \$200.
- b. If you cannot find a hotel under the budgeted cost please ask for approval from the Director of Organizational Learning.

Uncommon Schools

PREPARATORY EXCELLENCE NORTH STAR COLLEGIATE TRUE NORTH LEADERSHIP

Hollyhock Instructional Leadership Fellowship Guidebook 2011-2012

iv. Phones

- a. Employees shall not charge personal long-distance telephone calls to Uncommon, unless an exception is made by the MD, COO or his/her designee. Employees are liable for the costs of any personal phone calls they may make which are billed to Uncommon.

v. Purchases and Reimbursements

- a. It is always best to purchase supplies, materials, services, and equipment through Uncommon's normal procedures. Uncommon has established relationships with different vendors and often enjoys access to discounts, special rates and purchasing plans.
- b. If employees make reimbursable purchases independently, incur reimbursable expenses performing Uncommon business, or need Uncommon to issue a check to a third party, employees must be sure to:
 - i. Receive approval from the MD or COO in advance;
 - ii. Secure a receipt that clearly indicates purchased items and costs;
 - iii. Secure proof of payment;
 - iv. Complete a reimbursement/check request form and submit it to the Senior Accountant along with original receipts.
- c. The final decision on whether to reimburse an employee for any such expenses is vested with the MD or his/her designee. Uncommon will issue reimbursement checks once each month.

vi. Cultivation

- a. On occasion, a Fellow will be interested in sharing a meal with a prospective community partner or candidate for a school position. As a guideline, the Fellow should spend up to \$40 per person for dinner; up to \$25 per person for a lunch; and up to \$15 per person for a breakfast. All expenses should be approved by their MD or COO and are paid for by their school's budget.

vii. Expense Reimbursement Form

- a. To fill out the expense reimbursement form, please refer to the attached Leadership Development Chart of Accounts (note: updated Human Capital codes will be provided after financial year end is closed). Each expense must be booked to a certain account to ensure that the Finance team is able to allocate the expense accurately.
- b. All reimbursement claims, with the exception of mileage, must include original receipts. Mileage claims must include odometer readings. Meals will only be reimbursed with receipts, to a maximum of the meal allowance, including tip. If the meal costs more than the allowance, the balance will not be reimbursable.
- c. All reimbursement forms must have the approval of your supervisor. If an expense is over \$300 please check with the Director of Organizational Learning or with your Managing Director/COO.

Uncommon Schools

PREPARATORY EXCELLENCE NORTH STAR COLLEGIATE TRUE NORTH LEADERSHIP

Hollyhock Instructional Leadership Fellowship Guidebook 2011-2012

Over the course of the Fellowship, Fellowship expenses are allocated to two budgets; Human Capital Budget and the School Year 0 Budget. Please use the following guidelines to determine which budget your expense will be allocated to and who must approve your expense.

	Human Capital Budget (DOL approve)	School Year 0 Budget (MD/COO approve)
School Visits		
Organized Fellowship Visit	X	
Additional Visits to schools that are agreed upon by Managing Director		x
Conferences and Professional Development		
Any Uncommon Sponsored retreat	x	
External Conferences or External Professional Development		x
Reference Materials and Supplies		
Additional books/video/materials		x
Holsters for Blackberries, laptop cases and bags		x
Fellowship Events		
Travel to and from Fellowship events	X	
Candidate Cultivation		x

Chart of Accounts

Bolded account numbers are high level charge codes. Please only use unbolded account numbers

Chart of Account	Name
84100	Leadership Development
84110	Leadership Retreat (Mohonk)
84120	Master Teacher Retreat
84130	Content Area Retreat (Math Retreat, Science Retreat)
84150	Instructional Fellowship (All Fellow events, visits, etc.)
84160	Operational Fellowship (All Fellow events, visits, etc.)



Est. 1676

Cami Anderson
State District Superintendent

THE NEWARK PUBLIC SCHOOLS
Office of the State District Superintendent
2 Cedar Street
Newark, New Jersey 07102-3091
Phone: 973-733-7333
Fax: 973-733-6834
www.nps.k12.nj.us



Christopher D. Cerf
Acting Commissioner of Education

August 10, 2011

The Honorable Arne Duncan
Secretary of Education
U.S Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I am writing in support of Uncommon Schools' Federal Charter School Program (CSP) grant application.

Uncommon Schools consistently raises the bar for students by setting rigorous standards and maintaining high expectations for each student's success. Uncommon Schools and North Star Academy have built and sustained high-performing, well-managed Newark schools that have closed the achievement gap and prepared students to succeed in college.

I enthusiastically support a CSP grant to Uncommon Schools as the organization works toward a brighter future for the children of Newark. I hope that you will support these efforts with federal resources.

Sincerely,

Cami Anderson
State District Superintendent

**State of New Jersey**

DEPARTMENT OF EDUCATION

PO Box 500

TRENTON, NJ 08625-0500

CHRIS CHRISTIE
*Governor*KIM GUADAGNO
*Lt. Governor*CHRISTOPHER D. CERF
Acting Commissioner

August 8, 2011

The Honorable Arne Duncan
Secretary of Education
U.S Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I am writing in support of Uncommon Schools' Federal Charter School Program (CSP) grant application. Uncommon Schools is committed to providing disadvantaged students with the highest quality schools. They have succeeded in New Jersey, and I strongly support their expansion efforts.

New Jersey, like other states, is struggling to improve graduation rates, reduce school dropout rates, and close the achievement gap between low-income students and their more affluent peers. While New Jersey has strong performance results in the aggregate, achievement levels and graduation rates in our high-poverty communities lag far behind.

The Uncommon Schools network is playing an indispensable role in our statewide effort to address this challenge. Their schools have shown that remarkable results are possible when adults set high expectations and work relentlessly to see their students succeed.

In Newark, one of our lowest-performing districts, Uncommon's North Star Academy is helping low-income and minority students out-perform their peers statewide on standardized tests. With nearly 100 percent of North Star's graduating seniors accepted to—and enrolled in—four-year colleges, Uncommon is demonstrating that the achievement gap can be closed and that the most disadvantaged students can be prepared for college and career.

I am pleased that Uncommon plans to continue to expand in Newark. New Jersey's Department of Education will support this work fully. As a result, thousands of historically underserved students will have far greater opportunity in the years to come.

I hope you support Uncommon Schools' application. Should you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read "Chris Cerf".

Christopher D. Cerf
Acting Commissioner

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PR/Award # U282M110013

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Page e184



CORY A. BOOKER
MAYOR
NEWARK, NEW JERSEY
07102

The Honorable Arne Duncan
Secretary of Education
U.S Department of Education
400 Maryland Avenue, SW
Washington D.C 20202

August 5, 2011

Dear Secretary Duncan,

I am writing in support of Uncommon Schools' Federal Charter School Program (CSP) grant application. Uncommon Schools is committed to providing students with the highest quality schools in which to thrive; I support their expansion efforts in the state of New Jersey.

New Jersey, similar to the rest of the nation, is struggling to improve graduation rates, reduce school dropout rates and close the achievement gap between low-income students and their middle-class peers. While New Jersey, as a whole, has one of the highest graduation rates in the country, high poverty areas such as Newark have noticeably lower graduation rates. In Newark, if current trends continue, less than half of the students currently enrolled in high school will graduate.

While many schools are failing our children, schools in the Uncommon Schools network are consistently raising the bar for their students by setting rigorous standards and maintaining high expectations for each student's success. Uncommon Schools' effort in building and sustaining high-performing, well-managed schools is resulting in higher test scores, increased graduation rates, more college acceptances, and steadier college persistence. At North Star Academy of Newark, a network of schools within Uncommon Schools, low-income and minority students continue to out-perform their peers statewide on standardized tests. In Newark, approximately one quarter of graduating seniors report their intention to attend college, whereas nearly 100% of North Star graduates are accepted – and enroll in – four-year colleges. Uncommon Schools has been successful in closing the achievement gap and preparing the students of Newark for success in college, reversing historic trends that have left students without the opportunities they deserve.

I am pleased to see that Uncommon Schools plans to continue to expand in Newark. Together, we can assist these efforts by providing an environment in which Uncommon Schools can operate and the resources necessary for Uncommon Schools to create and expand the highest quality schools. I vigorously support a CSP grant to Uncommon Schools as they work toward a brighter future for the children of New Jersey.

Sincerely,

Cory A. Booker



JOHN R. CONNOLLY
BOSTON CITY COUNCILLOR AT-LARGE

August 3, 2011

Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

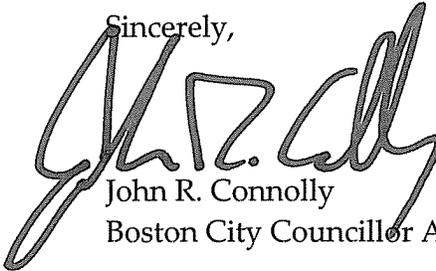
I am writing in support of Uncommon Schools' Federal Charter School Program (CSP) grant application. Uncommon Schools is committed to providing students with the highest quality education, and I strongly support their expansion efforts in Massachusetts.

I am proud of what Massachusetts has done in education, but I also acknowledge the disparities in success for low-income students and students of color. Since passing historic education reform in 2010, Massachusetts has achieved the highest NAEP scores and some of the highest graduation rates in the country. Unfortunately, high poverty areas have noticeably lower standardized test performance and graduation rates. If the current trends continue, less than half of the low-income students in Boston will graduate from high school.

Schools in the Uncommon Schools network, including Roxbury Preparatory Charter School (Roxbury Prep), are consistently raising the bar for their students by setting rigorous standards and maintaining high expectations for each student's success. Uncommon Schools' efforts in building and sustaining high-performing, well-managed schools are resulting in higher test scores, increased graduation rates, more college acceptances, and steadier college persistence. At Roxbury Prep, low-income students and students of color continue to outperform their peers statewide on standardized tests and nearly 80% of their alumni are either enrolled or have graduated from two-year or four-year colleges. Uncommon Schools and Roxbury Prep have been successful in closing the achievement gap and preparing their students to succeed in college.

I am pleased to see that Uncommon Schools plans to continue to expand in Boston with Roxbury Prep as a partner to create, grow, and operate the highest quality schools. I hope you will give your full consideration to Uncommon Schools' CSP grant application. Thank you for your time and attention to this matter, and please do not hesitate to contact me with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "John R. Connolly". The signature is stylized and cursive, with a large initial "J" and "C".

John R. Connolly
Boston City Councillor At-Large

Uncommon Schools Facilities Summary

# of Schools	Name of School	EIN #	School Leader	2011-2012 Location
	Name of School			
1	North Star Academy MS #1 -- Downtown	22-3497097	Ken Schultz	2 & 10 Washington Place, Newark, NJ 07102
2	North Star Academy MS #2 -- Clinton Hill	22-3497097		600 Clinton Avenue, Newark, NJ 07108
3	North Star Academy HS	22-3497097	Robert Bonner	13-25 Central Avenue, Newark, NJ 07102
4	North Star Academy Vailsburg ES #1	22-3497097	Christian Sparling	24 Hazelwood Avenue, Newark, NJ 07106
5	North Star Academy Vailsburg MS #3	22-3497097	Annette Riffle	24 Hazelwood Avenue, Newark, NJ 07106
6	North Star Academy West Side Park ES #2	22-3497097	Brett Baker	557 15th Avenue, Newark, NJ 07103
7	North Star Academy Fairmont ES #3	22-3497097		359 13th Avenue, Newark, NJ 07103
	Name of School			
8	Excellence Boys CS of Bedford Stuyvesant ES	81-0650035	Kyle Klopocic	225 Patchen Avenue, Brooklyn, NY 11233
9	Excellence Boys CS of Bedford Stuyvesant MS	81-0650035	Chris Kang	225 Patchen Avenue, Brooklyn, NY 11233
10	Excellence Girls CS of Bedford Stuyvesant ES	26-4475595	Sam Tweedy	K 309, 794 Monroe Street, Brooklyn, NY 11221
11	Excellence Girls CS of Bedford Stuyvesant MS	26-4475595		N/A
	Name of School			
12	Williamsburg Collegiate MS	20-2849835	Mike D'Auria	K 016, 157 Wilson Street, Brooklyn, NY 11211
13	Kings Collegiate MS	20-5733716	Christie Chow	K 252, 1024 Lenox Road, Brooklyn, NY 11212
14	Bedford-Stuyvesant MS	26-2302736	Melissa D'Agostino	K 324, 800 Gates Avenue, Brooklyn, NY 11221
15	Brownsville Collegiate MS	26-4475658	Jeannemarie Hendershot	K 150, 364 Sackman Street, Brooklyn, NY 11212
16	Uncommon Charter HS #1	26-4475658	Minnie Setty	1485 Pacific Street, Brooklyn, NY 11216
17	Ocean Hill Collegiate MS	27-1981535	Hate Campbell	K 271, 1137 Herkimer Street, Brooklyn, NY 11233
18	Brooklyn East Collegiate	27-1982203	Kate Cushing	K009, 80 Underhill Avenue, Brooklyn, NY 11238
19	HS #2			N/A
	Name of School			
20	Leadership Prep Bedford Stuyvesant ES	20-3505981		K 258, 141 Macon Street, Brooklyn, NY 11216
21	Leadership Prep Bedford Stuyvesant MS	20-3505981		K 258, 141 Macon Street, Brooklyn, NY 11216
22	Leadership Prep Brownsville ES	26-4445728	Analiza Quiroz	K 284, 213 Osborn Street, Brooklyn, NY 11212
23	Leadership Prep Brownsville MS	26-4445728		N/A
24	Leadership Prep Ocean Hill ES	27-0327096	Brendalyn King	K401, 51 Christopher Ave, Brooklyn, NY 11212
25	Leadership Prep Ocean Hill MS	27-0327096		N/A
26	Leadership Prep #4 ES	27-0326938		TBD
27	Leadership Prep #4 MS	27-0326938		N/A
	Name of School			
28	True North Rochester Prep MS #1	20-5060104	Marya Murray-Diaz	630 Brooks Avenue, Rochester, NY 14619
29	True North Rochester ES #1	20-5060104	Brian Marciano	435 Ames Street, Rochester, NY 14611
30	True North Rochester Prep West Campus MS #2	45-1340701	Mike Sherry	1020 Maple Street, Rochester, NY 14611
31	True North Rochester Prep ES #2	45-1340701		N/A
32	True North Troy Prep MS #1	26-2857555	Bill Sherman	2 Polk Street, Troy, NY 12180 (4 Tyler Street)
33	True North Troy ES #1	26-2857555		2 Polk Street, Troy, NY 12180 (4 Tyler Street)
	Name of School			
34	Roxbury Prep MS #1	43-414783	Will Austin	120 Fisher Avenue, Roxbury, MA 02120
35	Grove Hall Prep MS #2	45-0816383		214 Harvard Street, Boston, MA 02124
36	Dorchester Prep MS #3	45-1185757		N/A
37	Prep HS #1			N/A

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 21 2002

UNCOMMON SCHOOLS INC
C/O DAVID S MILLER
10 WASHINGTON PLACE
NEWARK, NJ 07102-0000

Employer Identification Number:
31-1488698
DLN:
202163018
Contact Person:
YVONNE LIGGETT ID# 31296
Contact Telephone Number:
(877) 829-5500
Our Letter Dated:
April 1997
Addendum Applies:
no

Dear Applicant:

This modifies our letter of the above date in which we stated that you would be treated as an organization that is not a private foundation until the expiration of your advance ruling period.

Your exempt status under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3) is still in effect. Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Code because you are an organization of the type described in section 509(a)(1) and 170(b)(1)(A)(vi).

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

If we have indicated in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Letter 1050 (DO/CG)

-2-

UNCOMMON SCHOOLS INC

Because this letter could help resolve any questions about your private foundation status, please keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations

Letter 1050 (DO/CG)

Dana L. Lehman**52 Kittredge Street Roslindale, MA 02131****(617) 593-3182** dlehman@uncommonschoos.org**Education**

Tufts University, Medford, MA. Master's of Arts in Educational Studies, August 2005.

Swarthmore College, Swarthmore, PA. Bachelors of Arts in Physics, June 1998. Completed Student Teaching at Radnor High School and earned PA Teaching Certification for Physics (7-12)

Experience

Managing Director, Uncommon Schools, Boston, MA (July 2010 – Present). Supervise instructional and academic program of Preparatory Network of Uncommon Schools. Working to grow from one 250 student middle school with outstanding results to a network of 3 middle schools and a high school serving 2,000 students while achieving outstanding results.

Co-Director for Curriculum and Instruction, Roxbury Preparatory Charter School, Roxbury MA. (June 2004 – June 2010). Oversaw all aspects of this high-performing school including curriculum, instruction, and assessment, staff recruitment, hiring, supervision, and evaluation, student and family enrollment, family involvement, long-term planning, day-to-day operations of the school, and long-term planning. Worked with the Co-Director for Operations and Finance and Board of Trustees.

Science Teacher, Science Coach, and Enrichment Coordinator, Roxbury Preparatory Charter School, Roxbury MA. (August 2001 – June 2004). Taught 8th grade science curriculum aligned with Massachusetts standards. Coordinated the science department. Co-facilitated the Numeracy Inquiry Group. Managed Enrichment program of elective classes including dance, athletics, tae kwon do, drama, art, etc. Planned and organized schoolwide assembly meetings each Friday, all school field trips, and student incentive programs. Massachusetts State Teaching Certification in Physics, Grade 8-12.

Executive Director, Summerbridge Fort Worth, Fort Worth, TX. (August 1998 – August 2001). Directed a “Students Teaching Students” program for public middle school students. Recruited and trained outstanding high school and college students to create curriculum, write lesson plans, and run their own classroom. Worked closely with over 240 students and families, and 100 teachers. Selected to represent Summerbridge Directors from across the country by serving on Directors’ Council.

Physics Teacher and Coach, Fort Worth Country Day School, Fort Worth, TX. (August 1999 – June 2001). Taught college preparatory physics to high school juniors. Coached 7th grade girls’ soccer and high school junior varsity softball.

Other Experience

Consultant, (2004 – present). Planned and implemented workshops and coached teachers, principals, and school founders in curriculum alignment, assessment design, data analysis, teacher recruitment, teacher supervision, teacher evaluation, and science teaching. Worked with Uncommon Schools, Building Excellent Schools, Renaissance Schools Fund, New Leaders for New Schools, the National Charter School Association, Harvard University Institutes among other organizations.

Committee Member (2009, 2003). Served on Proficiency Gap Committee for the MA Board of Elementary and Secondary Education. Previously served on MCAS Assessment Committee for Science.

Dean of Faculty and Teacher, Summerbridge Fort Worth, Fort Worth, TX. (June – August, 1996-1998).

Science Teacher, Museum of Science, Boston, MA. (June 2002 – August 2002). Taught “Physics of Sports” and “Physics of Amusement Parks” courses to middle school students.

EVAN RUDALL120 East 12th Street, #2602

New York, NY 10003

(917) 848-3200

evanrudall@gmail.com

EDUCATION**Columbia Law School**

J.D. received May 2006

Honors and Activities:

Harlan Fiske Stone Scholar

Senior Editor, *Columbia Law Review*

Columbia Law School Public Service Summer Fellow

New York, NY

Harvard Graduate School of Education

Ed.M. in Administration, Planning, and Social Policy received June 1997

Cambridge, MA

Wesleyan University

B.A. in Government received May 1992

Middletown, CT

EXPERIENCE**Chief Executive Officer and Chief Operating Officer, Uncommon Schools, 2005 - Present**

New York, NY

Serve as CEO of one of country's highest-performing and best-known charter management organizations, an organization whose urban K-12 public schools collectively close the racial and economic achievement gaps annually in New York and New Jersey. Continue to lead the organization through rapid growth from 3 schools serving 400 students in 2005 to 16 schools serving 3,000 students in 2009. Oversee all aspects of strategy, finances, facilities, fund development, and human capital to fulfill plan of starting and managing more than 30 high-performing schools preparing nearly 12,000 students for college. Served as COO from 2005-08 and managed strategy, school operations, staff recruitment, human resources, technology, special education, and legal services.

Summer Associate, Boies, Schiller & Flexner, Summer 2005

New York, NY

Researched and wrote memoranda on a variety of litigation and corporate matters.

Special Assistant to the Deputy Chancellor, NYC Department of Education, 2002 - 2003

New York, NY

Managed committees that developed major reforms for middle and high schools and math education in New York City. Worked with Chancellor and Deputy Chancellor for Teaching and Learning to refine, publicize, and initiate implementation of plans. Redesigned daily schedule templates for city's middle schools. Responded to multitude of day-to-day operational issues.

Founder and Co-Director, Roxbury Preparatory Charter School, 1997 - 2002

Roxbury, MA

Founded and led urban college preparatory public school that closed state's racial achievement gap and was recognized by U.S. Department of Education as one of eight top charter schools in country. Oversaw all aspects of school including curriculum, instruction, assessment, student discipline, parent involvement, public relations, finance, fund development, and facility acquisition and renovation. Recruited and supervised teachers and administrators.

Teacher and Assistant Middle School Director, Kentucky Country Day School, 1993 - 1996

Louisville, KY

Designed and taught seventh grade social studies courses. Coached soccer, basketball, and tennis. Served as Assistant Middle School Director from 1995-96 and supervised discipline, enrichment, and other elements of middle school.

Director, Summerbridge Louisville, 1993 - 1995

Louisville, KY

Directed year-round non-profit academic enrichment program. Recruited and trained high school and college students to teach public middle school students. Recruited and advised middle school students and their parents.

Uncommon Schools, Inc.
Home Office

Uncommon Schools

PREPARATORY EXCELLENCE NORTH STAR COLLEGIATE TRUE NORTH LEADERSHIP

	EOY Proj 2011-12	Projected 2012-13	Projected 2013-14	Projected 2014-15	Projected 2015-16	Projected 2016-17	Projected 2017-18	Projected 2018-19
Year	7	8	9	10	11	12	13	14
TOTAL USI STAFF	78	85	87	95	98	98	98	98
BEGINNING FUND BALANCE	\$1,092,270	\$1,179,500	\$1,286,569	\$1,333,689	\$1,347,729	\$1,971,508	\$4,575,830	\$7,978,955
REVENUES								
Total Philanthropy	\$3,000,000	\$1,600,000	\$100,000	\$0	\$0	\$0	\$0	\$0
North Star Academies	\$2,104,885	\$2,599,773	\$2,979,113	\$3,303,922	\$3,521,468	\$3,603,613	\$3,747,232	\$3,846,288
Excellence Charter Schools	\$1,197,840	\$1,357,600	\$1,539,962	\$1,694,952	\$1,837,733	\$2,031,163	\$2,132,365	\$2,196,336
Collegiate Charter Schools	\$2,085,872	\$2,405,013	\$2,811,005	\$3,118,092	\$3,379,083	\$3,608,036	\$3,948,736	\$3,850,813
Leadership Charter Schools	\$1,305,523	\$1,784,194	\$2,196,719	\$2,536,775	\$2,832,732	\$3,149,862	\$3,424,488	\$3,699,742
True North Charter Schools	\$1,056,630	\$1,563,300	\$1,953,327	\$2,193,084	\$2,339,826	\$2,334,910	\$2,371,529	\$2,374,087
Preparatory Charter Schools	\$443,879	\$795,284	\$1,009,941	\$1,208,892	\$1,436,535	\$1,685,566	\$1,950,527	\$2,176,890
School Management Fees	\$8,194,630	\$10,505,164	\$12,490,067	\$14,055,718	\$15,347,377	\$16,413,151	\$17,574,876	\$18,144,155
<i>as a %age of total revenues</i>	<i>70%</i>	<i>84%</i>	<i>96%</i>	<i>96%</i>	<i>96%</i>	<i>97%</i>	<i>97%</i>	<i>97%</i>
Excellence Facility Management Fees	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
True North Rochester Prep Facility Fees	\$76,577	\$80,406	\$112,568	\$147,746	\$155,133	\$162,889	\$171,034	\$179,586
North Star HS Facility Fees	\$25,526	\$26,802	\$28,142	\$29,549	\$31,027	\$32,578	\$34,207	\$35,917
Boston Facility Management Fees	\$0	\$53,604	\$56,284	\$59,098	\$93,080	\$97,734	\$102,620	\$107,751
Facility Managemnt Fees / Reimbursements	\$152,103	\$210,811	\$246,994	\$286,393	\$329,239	\$343,201	\$357,861	\$373,254
Total Management Fees	\$8,346,733	\$10,715,976	\$12,737,061	\$14,342,111	\$15,676,617	\$16,756,352	\$17,932,738	\$18,517,409
Interest Income	\$40,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
ERATE	\$243,672	\$170,343	\$178,509	\$199,435	\$210,509	\$216,521	\$223,016	\$229,707
Total Other Revenue	\$283,672	\$200,343	\$208,509	\$229,435	\$240,509	\$246,521	\$253,016	\$259,707
TOTAL REVENUES	\$11,630,405	\$12,516,318	\$13,045,570	\$14,571,545	\$15,917,126	\$17,002,872	\$18,185,754	\$18,777,116

Uncommon Schools, Inc.
Home Office



PREPARATORY EXCELLENCE NORTH STAR COLLEGIATE TRUE NORTH LEADERSHIP

	EOY Proj 2011-12	Projected 2012-13	Projected 2013-14	Projected 2014-15	Projected 2015-16	Projected 2016-17	Projected 2017-18	Projected 2018-19
Year	7	8	9	10	11	12	13	14

EXPENDITURES

PERSONNEL

Total Executive Leadership	\$706,750	\$851,575	\$795,989	\$815,889	\$836,286	\$857,193	\$878,623	\$900,589
Total Network Teams	\$2,477,750	\$2,935,344	\$3,008,727	\$3,675,966	\$3,933,437	\$2,843,795	\$2,914,889	\$2,987,762
Total Finance	\$672,000	\$758,500	\$887,778	\$969,202	\$1,071,802	\$1,098,597	\$1,126,062	\$1,154,214
Total Recruitment	\$813,250	\$833,581	\$854,421	\$875,781	\$897,676	\$920,118	\$943,121	\$966,699
Total Human Capital	\$630,400	\$755,425	\$774,311	\$871,205	\$892,985	\$915,309	\$938,192	\$961,647
Total Development & Marketing & Govt Relations	\$534,750	\$637,806	\$653,751	\$670,095	\$779,568	\$799,057	\$819,033	\$839,509
Total SPED	\$105,000	\$215,250	\$220,631	\$339,221	\$347,701	\$356,394	\$365,303	\$374,436
Total Real Estate/Facilities	\$372,538	\$381,300	\$390,833	\$400,603	\$410,618	\$420,884	\$431,406	\$442,191
Total Data Management & Technology	\$815,150	\$915,581	\$1,054,302	\$1,080,660	\$1,107,676	\$1,135,368	\$1,163,752	\$1,192,846
Total Strategic Initiatives	\$0	\$0	\$0	\$113,074	\$115,900	\$118,798	\$121,768	\$124,812
Bonus Compensation	\$58,275							
TOTAL SALARIES	\$7,185,863	\$8,284,363	\$8,640,744	\$9,811,695	\$10,393,650	\$9,465,513	\$9,702,151	\$9,944,704
Taxes & Fees	\$610,798	\$704,171	\$734,463	\$833,994	\$883,460	\$804,569	\$824,683	\$845,300
Benefits & Insurance	\$466,200	\$533,925	\$573,851	\$659,846	\$714,718	\$750,454	\$787,976	\$827,375
Pension/Retirement	\$150,000	\$248,531	\$259,222	\$294,351	\$311,810	\$283,965	\$291,065	\$298,341
TOTAL BENEFITS/TAXES	\$1,226,998	\$1,486,627	\$1,567,537	\$1,788,191	\$1,909,987	\$1,838,988	\$1,903,724	\$1,971,016

TOTAL PERSONNEL EXPENSES	\$8,412,861	\$9,770,989	\$10,208,280	\$11,599,886	\$12,303,638	\$11,304,500	\$11,605,874	\$11,915,721
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TOTAL FACILITY EXPENSES	\$5,000	\$23,319	\$23,388	\$32,000	\$32,960	\$33,949	\$34,967	\$36,016
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PROGRAMMATIC EXPENSES

PROGRAM DEV & SCHOOL SUPPORT	\$242,850	\$177,000	\$182,000	\$187,000	\$192,000	\$197,000	\$202,000	\$207,000
RECRUITMENT	\$348,564	\$530,526	\$585,266	\$588,832	\$567,005	\$578,089	\$567,673	\$584,704
LEADERSHIP DEVELOPMENT	\$491,701	\$287,574	\$303,771	\$319,991	\$328,522	\$337,079	\$337,948	\$354,845
HUMAN CAPITAL	\$325,561	\$291,198	\$307,911	\$326,156	\$346,084	\$367,862	\$391,675	\$417,724
TECHNOLOGY & APPLICATION DEVELOPMENT AND SUPPORT	\$691,414	\$459,102	\$466,339	\$494,643	\$503,715	\$512,026	\$524,387	\$537,119
FISCAL OPERATIONS	\$53,188	\$54,784	\$56,427	\$58,120	\$59,864	\$61,659	\$63,509	\$65,415
FUND DEVELOPMENT	\$41,840	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
MARKETING & BRANDING	\$175,000	\$50,000	\$55,000	\$60,000	\$65,000	\$70,000	\$75,000	\$80,000
BUSINESS DEVELOPMENT	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
CONSULTANTS	\$20,000	\$22,510	\$23,185	\$23,881	\$24,597	\$25,335	\$26,095	\$26,878
TOTAL PROGRAM EXPENSES	\$2,400,118	\$1,892,694	\$1,999,900	\$2,078,622	\$2,106,788	\$2,169,051	\$2,208,288	\$2,293,684

Uncommon Schools, Inc.
Home Office



PREPARATORY EXCELLENCE NORTH STAR COLLEGIATE TRUE NORTH LEADERSHIP

	EOY Proj 2011-12	Projected 2012-13	Projected 2013-14	Projected 2014-15	Projected 2015-16	Projected 2016-17	Projected 2017-18	Projected 2018-19
Year	7	8	9	10	11	12	13	14
ADMINISTRATIVE EXPENSES								
PRINTING & STATIONERY	\$30,000	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	\$11,593	\$11,941
TELECOMMUNICATIONS	\$240,000	\$212,929	\$223,136	\$249,293	\$263,137	\$270,651	\$278,770	\$287,133
OFFICE SUPPLIES	\$36,000	\$39,600	\$43,560	\$47,916	\$52,708	\$57,978	\$63,776	\$70,154
POSTAGE / DELIVERY	\$41,000	\$46,755	\$51,264	\$56,002	\$59,330	\$62,808	\$64,692	\$66,633
INSURANCE	\$41,981	\$46,179	\$50,797	\$55,877	\$61,464	\$67,611	\$74,372	\$81,809
CONTRACTED ADMIN SERVICES	\$130,700	\$142,678	\$152,937	\$168,125	\$180,892	\$192,599	\$205,303	\$219,099
TRAVEL / MILEAGE	\$64,000	\$71,540	\$75,425	\$85,076	\$90,396	\$93,108	\$95,901	\$98,778
MEALS / FOOD / USI STAFF OUTREACH	\$86,000	\$95,387	\$100,567	\$113,435	\$120,528	\$124,143	\$127,868	\$131,704
DUES / SUBSCRIPTIONS	\$515	\$530	\$546	\$563	\$580	\$597	\$615	\$633
MISC ADMIN FEES	\$55,000	\$56,650	\$58,350	\$60,100	\$10,000	\$10,300	\$10,609	\$10,927
TOTAL ADMINISTRATIVE EXPENSES	\$725,196	\$722,248	\$766,882	\$846,996	\$849,962	\$891,050	\$933,499	\$978,811
TOTAL EXPENDITURES	\$11,543,175	\$12,409,250	\$12,998,450	\$14,557,505	\$15,293,347	\$14,398,550	\$14,782,629	\$15,224,232
USI Operating Expense Per Pupil	\$1,919	\$1,565	\$1,380	\$1,352	\$1,292	\$1,150	\$1,126	\$1,127
USI Operating Expense Per Current School	\$412,256	\$400,298	\$393,892	\$415,929	\$424,815	\$389,150	\$399,531	\$411,466
ANNUAL SURPLUS / (DEFICIT)	\$87,230	\$107,068	\$47,120	\$14,041	\$623,779	\$2,604,322	\$3,403,125	\$3,552,885
Surplus as a % of Revenues	0.8%	0.9%	0.4%	0.1%	3.9%	15.3%	18.7%	18.9%
Transferred from Fund Balance to Building Fund								
ENDING FUND BALANCE	\$1,179,500	\$1,286,569	\$1,333,689	\$1,347,729	\$1,971,508	\$4,575,830	\$7,978,955	\$11,531,840
Fund Balance as a % of Revenues	10.1%	10.3%	10.2%	9.2%	12.4%	26.9%	43.9%	61.4%



MD Dashboard 2009-10--2nd Quarter

SCHOOL LEADERS:

FELLOWS:

Measure	Category	Target (thru	SCHOOL LEADERS:						FELLOWS:		
			MS #1	MS #2	MS #3	HS	ES #1	ES #2	MS #4	ES #2	ES #3
			Yr 1	Yr 2	Yr 14	Yr 2	Yr 4	Yr1	Yr 0	Yr	Yr 0
Data Driven Instruction	Literacy IA's +/- Last year	0	-4	-9	-2	15	8	-2	6	-1	7
	Math IA's +/- Last year	0	3	5	-2	7	1	-1	9	0	-8
	Science IA's +/- Last year	0	5	3	8	15			9	2	
	History IA's +/- Last year	0	-7	-5	-8	-4			12	-5	
	Spanish IA's +/- Last year	0				1					
	Implementation Rubric	90%	94%	89%	86%	81%	88%	88%			
Observation and Feedback	Quality: % Tchrs proficient	80%	83%	68%	74%	79%	88%	50%	60%	75%	100%
	Avg # obs/teacher	11	21	5	10	3	13	19	8	8	11
	% Tchrs Receive Wkly Fdbk	90%	100%	90%	90%	100%	100%	100%	100%	100%	100%
	% of Feedback Measurable, Actionable	90%	30%	97%	50%	55%	100%	70%	30%	--	65%
	Teacher Satisfaction with Inst'l Support	4.0	4.5	4.3	4.3	4.3	4.4	4.5	4.4	--	4.1
PD	PD Plans/ Agendas Prof.	3	3.5	3.5	3.0	2.3	3.8	--	2.3		3.0
	PD Delivery Proficient	3	3.3	3.7	2.5	3.1	3.8	--	2.8		3.7
	Teacher Satisfaction with School Year PD	4.0	4.0	4.3	3.8	4.0	4.5	4.7			
	Teacher Satisfaction with Summer PD	90%	91%	87%	83%	83%	91%	90%			
Planning	Curr. Plans Proficient	90%	83%	90%	33%	67%	100%	100%			100%
	Lesson Plans On-Time	90%	--	--	--	--	--	--			
	Lesson Plans Proficient	90%	--	--	--	--	--	--			
Student Culture	School Culture Rubric % Categories Prof.	90%	100%	71%	82%	86%	100%	95%			
	Culture Tracker: Avg Student Activites/Mo.	2	20	4	16	12	12	12	4	12	12
	% of Students In Danger of Failing	<20%	--	--	--	--	--	--			
Staff Culture	Staff Culture Rubric	3	4	2	4	3	3	3			
	Culture Tracker: Avg Staff Activites/Month	2	16	8	8	8	12	12	8	8	12
	Teacher Sense of Positive Staff Culture	4.0	4.0	3.9	4.0	3.4	3.5	4.0			
Leadership Development	Leader Meets 1-2 Personal Goals	Y	Y	N	N	Y	Y	Y	Y	Y	Y
	Rising Leaders Proficient 90% of IL Rubric	90%	100%	70%	70%	57%	75%	--			
	Rising Leaders per Fellow/Succession Need	1	2	1	1	3	4	0			



MD Dashboard 2009-10--2nd Quarter

Measure	Category	Target (thru	MS #1	MS #2	MS #3	HS	ES #1	ES #2	MS #4	ES #2	ES #3
			Yr 1	Yr 2	Yr 14	Yr 2	Yr 4	Yr1	Yr 0	Yr	Yr 0
Literacy IA +/- Last Year	5 or 9 or K	0	-4	-14	0	-1	12	-2			
	6 or 10 or 1	0		-17	8	3	4				
	7 or 11 or 2	0		6	0	23	7				
	8 or 12 or 3	0		-11	-17	35					
Math IA +/- Last Year	5 or 9 or K	0	0	1	-4	0	9	-1			
	6 or 10 or 1	0		12	-6	28	1				
	7 or 11 or 2	0		9	3	-22	-8				
	8 or 12 or 3	0		-2	1	24					
Science IA +/- Last Year	5 or 9 or K	0	14	2	13	2					
	6 or 10 or 1	0		-5	5						
	7 or 11 or 2	0		9	8	27					
	8 or 12 or 3	0		5	8						
History IA +/- Last Year	5 or 9 or K	0	-13	-5	-6	-5					
	6 or 10 or 1	0		-31	-21	-3					
	7 or 11 or 2	0		12	6	-4					
	8 or 12 or 3	0		6	-13	-3					
Quality of Instruction:	Rigor	80%	33%	79%	72%	58%	88%	50%			
	Joy	80%	100%	89%	78%	68%	92%	100%			
	Urgency	80%	83%	68%	67%	79%	100%	17%			
	100%	80%	83%	42%	61%	89%	79%	83%			
Curriculum Plan	Mastery Objectives	90%	100%	100%	58%	93%	100%	100%			
	Assessments	90%	50%	86%	33%	50%	100%	100%			
	Scope	90%	100%	95%	67%	93%	100%	100%			
	Anchor Activities	90%	83%	76%	83%	43%	100%	100%			
	College Readiness	90%		19%	45%	#####	#####	#####			
	Subject Specific Requirements	90%	60%	95%	83%	33%	0%	0%			

OVERVIEW**Purpose**

The purpose of Uncommon Schools' school inspections is to help our schools become the most academically rigorous and culturally inspiring places they can be. Our thorough observation of each school will be grounded in an initial analysis of school performance and student achievement data, and targeted towards understanding what is driving the school's results. During each inspection, we will identify areas of strength and relative weakness, offer actionable feedback, and serve as thought partners in generating practical solutions for various challenges.

To concentrate on the core academic and cultural characteristics affecting student achievement and to avoid information overload, the inspections do not include a formal review of school Operations. Uncommon Schools' inspections are managed by the Home Office Organizational Learning Team.

Frequency and Timeframe

School inspection visits will take place once a year, within a timeframe coordinated amongst Uncommon Schools Managing Directors (MD), Associate Managing Directors (AMD) and the Home Office. Each school will have its own inspection visit.

The visit team will collect data during the course of the school day, and will provide verbal feedback to the MD/AMD and the school leadership team that same day, after the visit team has debriefed. In addition, the team will select two items, with input from the school leadership team, to drill down on with the inspection team to generate potential solutions and strategies. The MD/AMD and Principal will also receive a written report after the visit.

An overview of the day's schedule is located below. Note: New schools may have an abbreviated day due to fewer teachers to observe. Components of the visit are described in detail throughout the document.

Activity	Length	Sample Timing
Facilitator Context-Setting Meeting with Host MD/AMD (phone call night prior to inspection)	20 min.	5:30 pm day before
Inspection Team Breakfast and Planning Session	30 min.	7:00 a.m. – 7:30 a.m.
Inspection Team Interview with the Principal	1 hr.	7:30 a.m. – 8:30 a.m.
Classroom Observations and Interviews* <i>This includes a 30-minute lunch break.</i>	~ 5.5 hrs.	8:30 a.m. – 2:00 p.m.
Inspection Team Debrief <i>Must begin no later than 2:30. Lead Facilitator (MD/AMD or Senior Leader) will check in with Host MD/AMD during last 10 minutes on any sensitive issues)</i>	2 hrs.	2:00 p.m. – 4:00 p.m.
Lead Facilitator (MD/AMD or Senior Leader) Feedback Overview and Quick Hits with Host MD, School Leadership Team, and Inspection Team	25 min.	4:00 p.m. – 4:25 p.m.
Host MD/AMD and School Leadership Team Choose Two Issues	10 min.	4:25 p.m. – 4:35 p.m.
BREAK	10 min.	4:35 p.m. – 4:45 p.m.
School Leadership Team and Host MD/AMD Deep Dive on Specific Issues with Inspection Team <i>This includes a working dinner.</i>	~ 2 hrs.	4:45 p.m. – 6:30 p.m.

Additional Schedule Guidelines:

Classroom Visits

- Every core academic teacher, including Special Education, should be visited only twice, for about 15 minutes, by two different visitors.
- Non-core teachers (PE, etc.) should be visited once, if the schedule allows.

Interviews

- One inspector (either Facilitator or senior leader on inspection) should be scheduled to meet with the literacy lead for 30 minutes.
- One inspector (either Facilitator or senior leader on inspection) should be scheduled to meet with the math lead for 30 minutes.
- Each inspector should meet with at least one teacher one-on-one. At least one (ideally two) of these teachers should be new to the school; however, if the inspection is early in the year new teachers do not need to be interviewed.
- Fellows and Home Office directors should be paired with an inspector to observe at least one interview.
- In many cases, the Principal may choose to include other members of the school leadership team, such as the Operations Leader or Dean of Students. In addition, the school leadership team may choose to include a Grade Level Facilitator, Department Chair or anyone else who has demonstrated leadership potential that the team feels should be interviewed.

Logistics

- When there is a morning community meeting, insert it into the schedule and bump all subsequent activities accordingly.
- Each inspector should have a 15-minute break in the late morning and early afternoon.
- Breakfast, lunch, and dinner should be provided for the inspection team. Related expenses will be reimbursed by USI.

Team Members

Inspection teams typically are composed of:

Full Inspectors

- One Managing Director, Associate Managing Director or Senior Instructional Leader (veteran principal)
- Two current Instructional Leaders
- Up to one external subject matter expert (selected by the Executive Team, optional)
- One Home Office or Operations Leader (CEO, COO, CFO, or Network COO/Veteran Operations Leader)

Observers/Facilitators

- School Leadership Fellow (instructional)
- Home Office Director

In general, inspection teams may be smaller for newer schools.

When the planning for each visit begins, the host MD/AMD can reject any non-Uncommon individual on the list from participation on the visit team.

Pre-Inspection Planning

Utilize the *Conducting a School Visit-Checklist* to walk you through each step in preparation for and following the visit. Steps are described in more detail in the pages below.

It is important to prepare school staff and students for an upcoming inspection visit:

- As soon as the date has been solidified for the inspection, it should be added to the Uncommon Schools' and school calendars.
- Staff should be notified of the date when the school deems appropriate.
- Some schools choose to distribute and review the *Pre-School Inspection Information* memo with its staff before the visit. The memo can be revised and tailored to individual schools.
- Breakfast, lunch, and dinner should be ordered for the team. The inspection room should be equipped with post-it paper and colored markers for the debrief and deep-dive sessions.

INPUTS**Materials**

The MD/AMD and School Leadership Team of the school being visited should provide the Inspection Team Coordinator with the following materials electronically 14 days before the visit:

- All dashboards for the current year
- Previous school year's Year-end Report Card
- School self-evaluation as filled out by the Principal (See School Self-Evaluation Template)
- Schedule for visit

The host MD/AMD and Principal may decide to provide additional material such as the IA questions/tests or Annual Report beforehand, if desired. This should be sent along with the mandatory material 14 days before the visit.

The Principal must complete the self-reflection form (submit 14 days prior) and must be prepared to answer any and all questions pertaining to this reflection as well as questions pertaining to the materials provided to the inspection team.

Each member of the visit team must review the material ahead of time to gain context on the school visit and devise a list of questions that are based on the key issues arising from the given data.

The Lead Facilitator (MD/AMD or Senior Leader) assigned to the inspection is responsible for requesting any additional materials required to facilitate the inspection and for preparing any questions or a hypothesis of what the team should look for.

The host MD/AMD and Principal may also decide to provide other material on the day of the visit, at their discretion. For example, if documents illustrating how the school analyzes/uses data to inform instruction (e.g., student-level interim assessment results) are available and easy to include, they would be useful to have. Schools should provide the interim assessment tests that have been administered as an onsite supplement.

Facilitator Conversation with the Host MD/AMD (Phone Call)

At 5:30 pm the day prior to the inspection, the Facilitator should call the host MD/AMD for a 20 minute discussion. During this conversation, the host MD/AMD should:

- Comment on or elaborate on the school self-evaluation and offer "predictions" for what the visit team will see.
- Share important school background or context (e.g., goals, recent events, current tensions).
- Highlight any areas for the visit team to focus on (e.g., concerns, questions, where fresh perspective would be particularly useful). At the MD's discretion, and within reason, this might also include asking visitors to gain a perspective on relationships between teachers and the Principal.

- Share comments or thoughts about the Principal (as deemed relevant).
- Frame the principal interview.

The Facilitator should also use this time to ask the host MD/AMD any critical questions.

Visit Team Planning/Context-Setting

The visit team should start the inspection day spending 10 – 30 minutes together in preparation:

- Lead Facilitator (MD/AMD or Senior Leader) provides general welcome to new inspectors and gives them guidance about how to participate in the inspection.
 - Observe and analyze **everything**.
 - Share openly and honestly during the inspection team planning session.
 - Allow Facilitator to lead the feedback and deep dive sessions, participating where appropriate and being very constructive and positive in those participations.
- Inspectors should identify the 3 questions they had planned on asking principal.
 - Avoid overlap.
 - Questions should be prioritized.
- Lead Facilitator (MD/AMD or Senior Leader) concludes by noting:
 - Key hypotheses to be confirmed or disproved;
 - Critical elements for observation; and,
 - If applicable, any needed alterations to the day’s schedule or to the structure of observations to ensure that sufficient input is gathered.

This discussion will help ensure a true linkage between the inspection visit and the school’s context and performance results as based on the school’s materials reviewed ahead of time and the MD/AMD conversation.

These discussions should be scheduled before or after Community Meeting, so that the full team is able to observe it (if applicable).

Opening Conversation with the Principal

The visit team should spend 60 minutes interviewing the Principal. At this point, the Principal may also wish to flag issues for the visit team.

- Each inspector has 5-7 minutes to ask three questions, with the ability to ask follow-ups as necessary.
- The Principal of the school must be prepared to answer any and all questions pertaining to provided inspection materials.

Interviews

Each inspector should meet with at least one teacher one-on-one for 30 minutes. At least one or two of these teachers should be new to the school if the inspection is not early in the year. The others can be any individuals selected by the school leadership team, like the Dean of Students, a Grade Level Facilitator, or anyone else the leadership team deems is important person with whom to speak.

During these interviews, the inspection team is looking for mentions of teachers’ curriculum planning process, PD, and data-driven instruction protocols. What is omitted from the conversation is as valuable as what is said, so inspectors should avoid asking direct questions that will lead teachers to a “right answer” that might not match the reality of how they actually work.

The following questions are intended to guide inspectors in the teacher interview process.

- 1) Tell me about how you go about creating your lesson plans for each day of class.
 - a. What resources do you use?
 - b. How do you make decisions about what to teach/what not to teach?
 - c. Is this unique to your own teaching, or do you have the sense that most of your peers plan the same way?
- 2) Walk me through the rest of the process from when you plan your lessons to the moment that you know that all your students “get it.”
 - a. How do you know when students “get it”?
 - i. (Follow-up) What other means do you use to see if they get it?
 - b. When a student doesn’t get it (your struggling students), what happens?
- 3) Where is your balance between planning and improvisation? Is this ideal or would you change it?
- 4) What are the most valuable systems/supports that help you improve your teaching at your school?
- 5) If you had a magic wand and could change three things about your school, what would they be?
- 6) What are some of the best things about your school that we might not see today?

Inspectors should feel free to vary from this script if a different line of questioning is working to get at the goals described above.

Observations

As much as possible, every teacher should be substantively observed at least twice during the course of the day. In cases where not every teacher can be visited, as well as when capacity exists to schedule more than one visitor to observe a teacher, core academic subjects should be prioritized (e.g., Math, Reading, Writing, Science, Social Studies, required foreign language). Exceptions to this protocol should not be made (e.g., teachers who won’t be returning the following year should still be observed). Host MDs or the Lead Facilitator may decide, however, to prioritize additional subjects (e.g., music, art).

Every member of the visit team should observe as many teachers as possible within the scope of the day. Guidelines:

- Each member of the visit team should be given a detailed, personalized schedule that lists the classes and teachers he/she must observe, and the location and time of the observation period [see [Sample Schedule](#)]. Creating a schedule ensures that as many teachers as possible are visited and adequate feedback is gathered in all necessary areas.
- Observations will be scheduled in 15-minute intervals, but the observer may decide how long to stay in a given classroom. In general, observations should be at least 10 minutes long.
- Each member of the visit team may also choose to visit additional classes at his/her discretion. To facilitate this, a general school schedule with subjects, teachers, times and locations must be distributed.
- When creating a schedule, a 30 minute lunch break should be scheduled for each visit team member. Team members may also use this time to begin processing their thoughts into key strengths, areas for improvement, and recommendations.

When observing a class, each visitor should follow the observation protocol outlined below. This will help make sure we are setting a shared tone and sending a consistent message to all staff during our visit.

- Keep intrusiveness to a minimum.
 - Quietly enter the room, shutting the door if it was closed initially.
 - Quietly walk to the back of the room to observe.
 - Do not disrupt the lesson in progress to introduce yourself.
 - Try not to go in and out more than once or twice at the most.
- Be aware of your body language during your time in the classroom (e.g., stay engaged, do not look bored, and keep a friendly face on).

- Do not use your Blackberry in the classroom and make sure to turn off your cell phone.

Observations will begin with the Community Meeting (if applicable), and cease at the end of the academic school day. After-school activities will not be observed. Each member of the visit team should make an effort to observe key elements of school culture:

- Morning greeting
- Hallway transitions
- Breakfast and lunch time

OUTPUTS

Evaluation Structure

The verbal feedback to the school will address the school's major strengths and then focus on three "Big Rocks" – the three biggest areas of development identified by the inspection team.

Team Debrief Session

After the academic school day ends, the visit team should move directly into the team debrief session. During the session, the Note Taker (either Instructional Fellow or Home Office Director) will focus on taking detailed raw notes (transcript-style) that can be easily reduced to talking points after the session. Another team member should be designated as the "timekeeper" to help keep the group running on-schedule. The Facilitator will lead the group through the discussion process and keep everyone moving.

The team debrief session should be scheduled for 120 minutes.

Agenda for Session	Time
1) Each inspector should begin by independently reviewing his/her observation and interview notes and identifying the key areas he/she would recommend for deeper discussion. Because limited time is available for this section of the agenda, visit team members should be processing their thoughts already during their classroom observations and any downtime.	10 min
2) Each team member should share (in round robin fashion) key areas for improvement with the group. Inspection team members will share in the priority of importance (e.g., the first round will be each team member's #1 "Big Rock.") While the Note Taker will be taking detailed notes on the laptop, one of the other members of the visit team should scribe each person's points on Post-it paper, putting tally marks by any point made by multiple individuals. When making points, individuals should try to keep "supporting evidence" succinct and limited, but can add details necessary for explaining their recommendation.	20 min
3) Once all major points have been identified, the conversation should focus on prioritizing the Big Rocks and gaining consensus on which are most important to communicate. <ul style="list-style-type: none"> ▪ In areas of disagreement, inspectors should defend why a particular point is critical. ▪ Inspectors should propose ways in which certain categories can be combined for greater impact. The frequency of identification of something as a Big Rock may contribute to what is selected but will not necessarily guarantee something as a Big Rock for the group. The Facilitator will drive the group towards this consensus. ▪ Finalize three Big Rocks for the Deep Dive Session and write a "Problem Statement" that describes what the Big Rock is. ▪ Place all other additional items into a Quick Hit list. 	60 min

<p>When doing this, the group should consider the following questions:</p> <ul style="list-style-type: none"> ▪ Have we addressed the questions or concerns raised by the MD/AMD and/or Principal at the beginning of the day? ▪ Have we confirmed/disproved our initial hypotheses and answered our critical questions from the beginning of the day? ▪ How does our feedback correspond to the school’s written self-evaluation? The answer to this question may help frame the overall comments as well as yield another potential point of feedback ▪ Do our comments connect back to school performance and student achievement results? <p>Once consensus is reached on the three Big Rocks, the group can do a “pre-generation” of recommendations for the school and concrete ways to take action to improve in each area. These recommendations should be recorded electronically and on the post-it paper.</p>	
<p>4) Generate a list of accolades and finalize the list of Quick Hits.</p>	<p>15 min</p>
<p>5) The Facilitator should generate talking points for the Feedback/Deep Dive session.</p>	<p>15 min</p>

Verbal Feedback Session

Prior to the verbal feedback session, the Facilitator may choose to do a quick check in with the Host MD/AMD to address/raise any sensitive issues in private before debriefing in the larger group. The verbal feedback session will take place after the inspection team debrief, generally mid-afternoon, and should be scheduled for thirty minutes. The MD/AMD and school leadership team should be present, along with the entire inspection team.

To enhance fluidity and efficiency, the Facilitator should conduct the feedback delivery, with the understanding that they are speaking on behalf of the whole group.

- The leader may also wish to call on specific members of the visit team to elaborate on a point based on comments made in the team debrief session.
- The Facilitator should follow the agreed-upon talking points closely, focusing on balancing positive and negative feedback.
- There will be no specific teacher by teacher feedback discussed in the verbal session.

The tone of the session should be conversational: the School Leadership Team may wish to comment or ask questions at any point in the feedback delivery, rather than solely wait until the end.

The Feedback Session is intended to provide an overview of the inspection.

1. Begin by highlighting the school’s strengths (“Accolades”). This should take approximately five minutes and no more than 15 minutes.
2. Following the overview of the strengths, describe the secondary areas of improvements identified by the inspection team as “Quick Hits,” small recommendations that are easily mentioned and could make an impact at the school. This should be only three minutes long but can be as long as ten.

Note: The total time for Accolades and Quick Hits should be 15 minutes.

3. Introduce the three Big Rocks. The Facilitator should try to keep his or her introduction to two minutes per topic and should include a preview of the recommendations associated with each Big Rock. The total time for this section should be ten minutes.
4. Finally, the school leadership team should take ten minutes to deliberate and choose on which two of the three Big Rocks they would like to focus during the Deep Dive session. Given the different

dynamics of leadership teams at each school, the Host MD/AMD should talk with his Leadership Team in advance about how they want this decision-making process to happen and what role the Host MD/AMD should play in facilitating this process.

Summary:

Feedback Session Agenda Item	Allotment	Time
Highlight school's strengths	5	4:00-4:05
Describe Quick Hits	10	4:05-4:15
Introduce the three Big Rocks	10	4:15-4:25
Select two Big Rocks (School leadership team chooses the two on which they focus)	10	4:25-4:35

Deep Dive Session

After the verbal feedback session, the inspection and school leadership teams will begin to drill into two of the major areas identified for improvement. The purpose of this session is to move beyond surface recommendations and use the experience of the team to help tackle concrete solutions to the most pressing areas of improvement identified jointly by the team. The Facilitator will continue to facilitate this session with the Instructional Leadership Fellow or Home Office Director responsible for documenting the major ideas and final conclusions/action items.

- To help the facilitator, the room should be set up with Post-it Block Paper all over the walls in such a way that the team can view **at least five** pieces of block paper at one time.
- The roles of facilitator, timer, and recorder are key roles that need to be assumed by three separate inspectors.
- The Results Meeting Protocol should be followed strictly with regard to the order of the content.
 - 10 minutes – School leadership team identifies what strategies it has already implemented to address the problem.
 - 10 minutes – School leadership and inspection teams identify challenges facing the school with regard to the problem.
 - 15 minutes – School leadership and inspection teams brainstorm possible solutions. (Here it is important to note that each participant has only approximately 30 seconds to share one idea before the group moves on to the next person. Participants should refrain from questioning or commenting on the ideas.)
 - 15 minutes – School leadership and inspection teams choose solutions that would be most valuable, having the greatest and most immediate impact on student achievement, and that it intends to implement within the next seven months. The inspection team will be asked to indicate the areas it feels are highest leverage.
- The facilitator needs to diligently keep the group on task. If the group goes over time in one area, they must make up the time elsewhere.
- Network COOs will be tasked with driving the leadership team within a week of the inspection to do more detailed reflection and specific action planning based on the solutions chosen. Many schools choose to schedule a day long retreat in advance to do so.

Dinner will be ordered for this session and post-it paper and markers should be made available.

Summary:

Deep Dive Agenda Item	Allotment	Big Rock 1	Big Rock 2
<i>Identify Prior Attempts:</i> School leadership team identifies what strategies it has already implemented to address the problem	10	4:45 – 4:55	5:35 – 5:45
<i>Identify Challenges:</i> School leadership and inspection	10	4:55 – 5:05	5:45 – 5:55

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teams identify challenges facing the school with regard to the problem				
<i>Brainstorm Solutions:</i> School leadership team and inspection teams brainstorm possible solutions	15	5:05 – 5:20	5:55 – 6:10	
<i>Choose Solutions:</i> The inspection team gives input on the solutions that would be most valuable, having the greatest and most immediate impact on student achievement, and that it intends to implement within next seven months. [Note: School Leadership Teams will finalize their selected options following the inspection – see post-inspection notes below]	15	5:20 – 5:35	6:10 – 6:25	

Written Feedback

The written feedback will be captured during the inspection day. During the sessions, these notes will be projected for the group and revised on the spot. There will not be a review and editing process after the inspection day. **At the end of the inspection, the school leadership team, the inspection team and the Director of Organizational Learning should receive the written feedback by email from the note-taker.**

Written feedback will closely follow the points made in the verbal feedback, and will be organized according to 1) strengths, 2) three Big Rocks, with more extensive detail for the two Big Rocks chosen, and 3) **no more than eight (8)** secondary areas for improvement or Quick Hits. The appendix in the report will include the rough notes for the Big Rock not discussed during the Deep Dive session.

General principles in drafting feedback:

- Bullet points will be used.
- Items should be short and concrete.
- Big Rocks should be listed with a Problem Statement that concretely defines what the challenge is.
- No teacher by teacher feedback will be included in the written report.
- Supporting evidence should be utilized only if relevant, and should be kept concise.

[See Written Feedback Template]

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Uncommon Schools Inspection Protocol

Post-Inspection Protocol

Immediately after the Inspection, the host principal and operations leaders will evaluate the rigor, usefulness and quality of the Inspection process via a survey link administered by the Organizational Learning team. The results will be compiled and will drive improvements to the process each year.

Decisions on what to communicate about inspection feedback to the school staff or other stakeholders (e.g., Board of Trustees) shall be completely at the host MD/AMD and Principal's discretion. It is recommended however, to share at least a high-level sense of the feedback from the visit team with the school staff. This is important in helping to demystify the process, celebrate strengths, focus on collective areas of improvement, and generate buy-in and receptivity to future inspections.

In communicating any feedback, the following protocols should be observed:

- If the decision is made to share comments with selective members of the staff (e.g., giving positive feedback to those teachers singled out for excellent work), careful thought must be given to how to ensure feedback stays confidential so as to avoid any undue concern among other members of the staff.
- Teachers who received negative comments from the visit team should not be antagonized based on the feedback. If the decision is made to share feedback with a particular teacher, it should be done in a constructive manner geared towards generating further improvement.

Network COOs will be tasked with driving the leadership team within a week of the inspection to do more detailed reflection and specific action planning based on the solutions chosen. Many schools choose to schedule a day long retreat in advance to do so.

Decisions on how to move forward based on the feedback (e.g., development of action plans, adoption of specific recommendations, etc.) should also be entirely at the host MD/AMD and Leadership Team's discretion. If the same issues are evident from year-to-year, however, steps may be taken by Uncommon Schools' leadership to help ensure effective action based on the inspection feedback.

Uncommon Schools Learning

After all site visits have been completed, the Organizational Learning team, Managing Directors, and Executive team will have a meeting to discuss lessons learned from the process as well as takeaways for Uncommon Schools as a whole. Questions to discuss:

- How effective was the site visit process this year? How can we improve it? What comments did we get from the Principals and the staff?
- Did we see any striking commonalities across schools, either positive or negative? If positive, what do we want to make sure we all keep doing? If negative, what can we do to address this?
- Are there any other clear gaps or needs at our schools that Uncommon Schools should help to address?
- Are there areas where one school should try to learn from or emulate another school? If so, how will we proceed?
- Did we see any great systems, processes or other elements in one school that we should consider standardizing across schools?
- From an anecdotal perspective, how effective were our schools' attempts to take action based on our feedback?
- Should we add any topics to the next year's leadership retreats, leadership development programs, or other trainings?
-

Uncommon Schools' leadership should consider using an MD/AMD meeting to sit down with school data and ask the same set of questions about commonalities or gaps.

APPENDICES

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Conducting a School Visit - Checklist

	Activity	Owner	Timeframe
<input type="checkbox"/>	Confirm inspection date, assemble visit team, confirm availability with all members of the visit team, and add to internal school calendar.	School Leadership Team	Beginning of school year
<input type="checkbox"/>	Add inspection date to Uncommon Schools' calendar.	Uncommon Schools Organizational Learning Team	Beginning of school year
<input type="checkbox"/>	Invite inspectors, including current Principals and Fellows.	Uncommon Schools Organizational Learning Team, MDs	Beginning of school year
<input type="checkbox"/>	Outside guest participation requested by school leadership team and approved/denied by host MD. [Note: this is optional and external inspectors are only invited on request]	School Leadership Team	5 weeks before visit (latest)
<input type="checkbox"/>	Assemble bios for visit team and add to pre-inspection information memo. Send to host MD/AMD and Principal.	Uncommon Schools Organizational Learning Team	5 weeks before visit
<input type="checkbox"/>	Pre-inspection information distributed to school staff and reviewed at school staff meeting.	Host Principal, host MD/AMD (optional)	4 weeks before visit
<input type="checkbox"/>	Fill out school self-evaluation.	School Leadership Team	4 weeks before visit
<input type="checkbox"/>	Select and notify interviewees for school visit.	Host MD/AMD and host Principal	4 weeks before visit
<input type="checkbox"/>	Create schedule for visit.	Host team	4 weeks before visit
<input type="checkbox"/>	(Optional) Begin planning for/assembling any additional material if desired for the visit team on the day of the visit.	Host MD/AMD and School Leadership Team	3 weeks before visit
<input type="checkbox"/>	Send required materials (below) to visit team along with any desired additional material <ul style="list-style-type: none"> ▪ All dashboards for the current year ▪ Previous school year's Year-end Report Card ▪ School self-evaluation ▪ Schedule for visit 	Host MD/AMD and School Leadership Team	2 weeks before visit
<input type="checkbox"/>	Review material from host MD/AMD and host Principal and begin planning for visit.	Visit team	2 weeks before visit
<input type="checkbox"/>	Remind staff about inspection, telling students and preparing lesson plan copies. Solicit questions again.	Host MD/AMD and School Leadership Team	1 week before visit
<input type="checkbox"/>	Order breakfast, lunch and dinner for visit team.	Host school	2 days before visit
<input type="checkbox"/>	Arrange for LCD projector, post-it paper, and color markers to be in the inspection room for the team to use.	Host school	2 days before visit
<input type="checkbox"/>	Arrange copies of visit materials for each team member: <ul style="list-style-type: none"> ▪ Visit schedule (with room locations noted) ▪ Floor map of school ▪ General school schedule ▪ Additional materials 	Host school	1 day before visit
<input type="checkbox"/>	Send final version of written feedback to each member of visit team and post to the shared drive.	Uncommon Schools Organizational Learning Team	Day after visit

Pre-School Inspection Information

To: Staff at <School Name>
From: School Leadership
Date: <Date>

Dear Staff:

As you know, the senior leadership of Uncommon Schools (Uncommon) will be coming to visit our school on <Date>. In advance of the visit, we wanted to provide you with some more background on the visit and what to expect. Please review the following memo carefully.

Why are we being visited? The purpose of Uncommon school inspections is to help our schools become the most academically rigorous and culturally inspiring places they can be. Their observation of the school will be grounded in an initial analysis of school performance and student achievement data, and targeted towards understanding what is driving the school's results.

Are we being evaluated? While the inspection team will be identifying areas of strength and relative weakness across the school, the aim is to identify and give each school actionable feedback and recommendations to help generate improvement. While the visit team may provide the Leadership Team and Managing Director with feedback on specific individuals, this is solely for constructive purposes and will never be considered in a punitive way.

How often does this happen and how long will it take? Each school in the Uncommon Schools network is visited once a year. The inspection will last one school day.

Who is on the inspection team? The inspection team will consist of several different individuals, including Uncommon Managing Directors, staff from the Uncommon Home Office, Uncommon Principals and Leadership Fellows, and other respected outside individuals with significant school experience and expertise. Read below for their biographies.

What will the inspection team be doing? The visit will have several components: classroom observations, a select number of interviews, and feedback to your school's Principal and Managing Director. During the classroom observations, please be aware that team members will be coming in and out of your classroom. They will try to be as non-intrusive as possible – if they do enter your classroom, please just continue with your lesson. Team members may stay and observe for anywhere from 2 minutes to 30 minutes, and will likely take notes while they observe. They will also look through student work, and may ask students questions to help gather and record data to inform their observations.

What do I need to do to prepare? Minimal preparation is needed on your part. Please bring 5 copies of each lesson plan for that day, and have them at the back of the classroom for visitors to reference. Plan to teach a typical class on the day of the inspection visit: try not to schedule tests, field trips or lengthy independent work (if possible) for that day so that the team's observations can be as informative as possible. The day before the visit, tell your students that there will be visitors in the classroom the next day, but to behave as they normally would. Other than that, prepare and teach how you normally would. This visit is not about putting on a "best face" for the visit team, but rather to allow them to observe the school on an average day so their recommendations can be as useful as possible

We hope this information helps provide you with a sense of what to expect from the upcoming visit. Do not hesitate to ask your school Principal if you have any questions.

Pre-School Inspection Information (page 2)Biographies of the Visit Team**Brett Peiser Managing Director, Uncommon New York City**

Brett Peiser oversees the NYC network of 14 schools in Brooklyn, serving nearly 3,000 elementary, middle, and high school students, ultimately expanding to 8,000 students in 20 schools. The network's first two middle schools, Williamsburg Collegiate and Kings Collegiate Charter Schools, are the #1 and #10 highest scoring schools in New York City on the NYC Department of Education Progress Reports since the DOE began issuing Progress Reports in 2006. Mr. Peiser is the Founder and former Principal and Executive Director of Boston Collegiate Charter School, one of Massachusetts' highest performing public schools. Mr. Peiser is a graduate of New York City Public Schools and a former History Teacher at Midwood High School in Brooklyn. Mr. Peiser received a BA from Brown University and a MPP degree from the John F. Kennedy School of Government at Harvard University, where he also earned the 2001 Rising Star award.

Joshua Phillips, Chief Operating Officer, Uncommon Schools. Mr. Phillips joined Uncommon Schools as COO in the summer of 2008. He was previously the Co-Director of Roxbury Preparatory Charter School in Boston. For four consecutive years, Roxbury Prep has been the highest-performing urban middle school in Massachusetts. On the 2007 state 8th grade math exam, Roxbury Prep outperformed every school in the state. A Co-Director at Roxbury Prep for six years, Mr. Phillips brings a track record of results and extensive operational and management experience to the role of COO. He previously served as the Enrichment Coordinator and sixth grade World History teacher at Roxbury Prep. Mr. Phillips also was a History teacher-intern at the John D. O'Bryant School of Math and Science while earning an Ed.M. in Teaching and Curriculum from Harvard University. He received his B.A. in Political Science from Colgate University and his M.A. in Political Science from the University of California at Santa Barbara.

Bio #3

Bio #4

Etc.

School Self-Evaluation

To the school Principal: please answer the questions below candidly and with as much detail as possible - bullet points are fine. Send an electronic copy of your completed school self-evaluation to the visit team at least 14 days before the scheduled school visit. Your valuable perspective will help make the team's visit as effective as possible.

Principal's Name:	School:	Date:
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1. What do you think is working most effectively at your school? Why?

2. Please examine the year-end exam data from last year (e.g, state exams, norm-referenced tests, and year-end assessments) and last year's inspection report. Is the data what you expected? Why or why not? What, if anything, concerns you about this data?

3. What have you done to respond to this data in any of the following areas: professional development, curriculum planning, data-driven instruction, and observation and feedback?

4. Please examine the interim data that you have this year (e.g., interim assessments, dashboard, etc.). Is the data what you expected? Why or why not? What, if anything, concerns you about this data?

5. Who, within your school, do you consider to have potential for leadership opportunities? Where do you feel they most need development? What, if anything, are they working on to develop these areas?

6. What were your previous year's big rocks? Please outline the specific steps taken and the effect of those steps.

7. What issues are you still struggling with? What are the areas in which you would like feedback from the inspection team? Do you have any other comments or questions for the inspection team?

Teacher Interview Protocol

To visiting team members: The following questions are intended to guide you in the teacher interview process; please note you will not have time to ask all of them so prioritize as you see fit.

1. Tell me about how you go about creating your lesson plans for each day of class.
 - a. What resources do you use?
 - b. How do you make decisions about what to teach/what not to teach?
 - c. Is this unique to your own teaching, or do you have the sense that most of your peers plan the same way?
2. Walk me through the rest of the process from when you plan your lessons to the moment that you know that all your students “get it.”
 - a. How do you know when students “get it”?
 - i. (Follow-up) What other means do you use to see if they get it?
 - b. When a student doesn’t get it (your struggling students), what happens?
3. Where is your balance between planning and improvisation? Is this ideal or would you change it?
4. What are the most valuable systems/supports that help you improve your teaching at your school?
5. If you had a magic wand and could change three things about your school, what would they be?
6. What are some of the best things about your school that we might not see today?
7. Describe to me the professional development (summer and school year) that you have received regarding classroom management and school-wide systems related to student behavior.
8. What are (instructional leader’s) greatest strengths as an instructional leader?
9. If you could change the process for getting feedback, or the content of the feedback, what are the 1-2 things you’d most like to see change?
10. What is the hardest piece of feedback you have received at (*this school*)? What did you do after receiving it?
11. What has been the most effective feedback you have received at (*this school*)? How and when was it delivered?
12. Describe the follow-up from school leaders when there is a discipline incident in your classroom.
13. (*Instructional leader*) seems to do a ton – his/her day seems really full! If (*Instructional leader*) had room in his/her schedule to do one more thing, what do you think would be the most impactful one for the school?
14. If (*Instructional leader*) came to you and said that s/he is willing to change one thing about the school immediately, what would you recommend and why?
15. What are the school’s three greatest strengths?
16. What do you do if you feel like a school system isn’t working? How would you describe the system of solving classroom or school-wide problems?
17. On a scale of 1-10, please rate (*this school*) in the following areas – student culture/behavior, staff culture, and academic rigor. Why not a 10 for each? What do you think would need to happen in order for you to rate all three a 10?
18. What would a perfect day in your class look like? Do you think anyone on your grade-level team would say something different?
19. When students at (*this school*) misbehave and don’t follow the school’s procedures or teacher direction, what do you think are the primary reasons why this happens?
20. In your opinion, do students understand why certain structures exist?
21. At every school, there is some inconsistency in implementing the school’s discipline policies and procedures. When that happens here, why do you think it happens?
22. How would the shyest student describe his/her experience at (*this school*)?
23. Which of your teaching colleagues have you learned the most from? What have you learned? How do you learn from them?
24. Which of your teaching colleagues is the best classroom manager? What makes him/her so good?
25. What is one thing you wish worked better in your classroom?

Feel free to vary from this script if a different line of questioning is working to get at the goals described above.

[WRITTEN FEEDBACK TEMPLATE]

Site Visit to [School Name]

Visitors: [Visitors' Name 1, Visitor Name 2...]

[Date]

A. Commendations

B. Big Rocks

a. Big Rocks

i. #1

ii. #2

iii. #3

b. Deep Dive

i. Big Rock #1

1. Possible Solutions

2. Best Solutions with Action Plan

ii. Big Rock #2

1. Possible Solutions

2. Best Solutions with Action Plan

C. Quick Hits (Limit 8)

a. Quick Hit #1

i. Recommendations

b. Quick Hit #1

i. Recommendations

c. Etc.

Sample Inspection Schedule

Team Member/Time	MD	Principal/Senior Leader	Principal/Senior Leader	Home Office Leader/Ops	Fellow
7:00 - 7:30	Breakfast/ Visit Team Planning Session				
7:30 - 8:30	Principal Interview				
8:40 - 8:55	Class Visits 6th History GW (306)	Class Visits 8th English BW (303)	Class Visits 7th Pre-Algebra KMc (312)	Class Visits 6th English AG (302)	Class Visits 8th Algebra JThe (305)
8:55 - 9:05	Class Visits 6th Science DF (311)	Class Visits 6th History GW (306)	Class Visits 7th Math PS JS (304)	Class Visits 8th Math PS AR (307)	Class Visits 6th English AG (302)
9:10 - 9:25	Class Visits 8th Science SC (311)	Class Visits 6th Math PS WA (304)	Teacher Focus Group Meeting Literacy KN, DS, BW (Literacy Center)		Class Visits 6th Math PCD JA (302)
9:25 - 9:40	Class Visits 7th History KMa (312)	Class Visits 6th Math PCD JA (302)			Class Visits 8th History KW (305)
9:40 - 9:55	Class Visits 6th Math PCD JA (302)	Class Visits 7th Science AZ (308)			Class Visits 7th History KMa (312)
9:55 - 10:10	Break				
10:10 - 10:25	Teacher Meeting JA (Enrichment Office)	Teacher Focus Group Meeting Numeracy KMc and JThe (Literacy Center)		Teacher Meeting MD/AMD (Far Conference Room)	Class Visits 8th Science SC (311)
10:25 - 10:40					Class Visits 8th English BW (303)
10:40 - 10:55					Class Visits 6th Math PS WA (304)
11:00 - 11:15	Class Visits 8th Reading DS (303)	Class Visits 6th Reading KN (306)	Class Visits 7th Science AZ (311)	Class Visits 6th Math PS DF (304)	Class Visits 8th PE DR (Outside)
11:15 - 11:30	Class Visits 6th Reading KN (306)	Teacher Meeting WA (Enrichment Office)	Class Visits 8th Reading DS (303)	Class Visits 7th Reading AP (308)	Class Visits 8th PE DR (Outside)
11:30 - 11:45	Class Visits 7th Science AZ (311)		Class Visits 8th History KW (305)	Class Visits 8th Reading DS (303)	Class Visits 7th Reading AP (308)
11:45 - 12:00	Break				
12:00 - 12:30	Lunch				
12:30 - 12:45	Teacher Focus Group Meeting MAPS Department TR and SP (TR's Office)		Class Visits 8th Math PS AR (307)	Class Visits 7th Pre-Algebra KMc (312)	Class Visits 7th Math PS JS (304)
12:45 - 1:00			Class Visits 6th Reading KN (306)	Class Visits 8th Algebra JThe (305)	Class Visits 8th Math PS AR (307)
1:00 - 1:15			Class Visits 8th Algebra JThe (305)	Class Visits 6th Reading KN (306)	Class Visits 7th Pre-Algebra KMc (312)
1:15 - 1:30	Break				
1:30 - 1:45	Class Visits 8th Algebra JThe (305)	Class Visits 7th English MD/AMD (308)	Teacher Meeting AG (Far Conference Room)	Class Visits 6th Science DF (311)	Class Visits 7th Science AZ (304)
1:45 - 2:00	Class Visits 7th English MD/AMD (308)	Class Visits 8th Algebra JThe (305)		Class Visits 6th Math PCD JA (302)	Class Visits 6th Reading KN (306)
2:00 - 4:00	Inspection Team - Debrief and Three Rocks				
4:00 - 4:25	Lead Facilitator (MD/AMD or Senior Leader) Feedback Overview				
4:25 - 4:35	School Leadership Team Chooses Two Issues				
4:35 - 4:45	Break				
4:45 - 7:15	School Leadership Team Deep Dive Session				

Uncommon Schools

PREPARATORY EXCELLENCE NORTH ★ STAR COLLEGIATE TRUE NORTH LEADERSHIP

Uncommon Schools Inspection Protocol

Template Invite for External Inspectors (when requested)

Dear <INSPECTOR NAME>

I am writing to invite you to serve on the inspection team for one of our schools for the 2011-2012 Uncommon Schools Inspection Process. This process was designed in 2006 to help our schools become the most academically rigorous and culturally inspiring places they can be. As you are someone we respect greatly for your work in this field, we would be honored to have you as part of the team charged with helping our schools to achieve this goal.

Are you available to join the team for the inspection of <SCHOOL NAME> in <CITY> on <DATE OF INSPECTION> from 7:00am – 6:30pm?

The inspection consists of a thorough observation of the school grounded in an initial analysis of school performance and student achievement data. During each inspection we will identify areas of strength and relative weakness, offer actionable feedback, and serve as thought partners in generating practical solutions with the school team for the greatest challenges. Your role in this inspection would involve participating in interviews of the leadership team and staff, observing classes, working to identify key strengths and challenges and helping to generate solutions to those challenges.

If you are available, we ask that you let us know as soon as possible so that we can finalize the school teams for the year. Someone from our team will then reach out to you with additional details, which will include: 1) the inspection protocol which contains a more detailed explanation of the day, 2) a confidentiality agreement for the process, 3) logistics for the day and 4) all pre-reading material for the inspection. Given the work that goes into the inspection and the openness of our schools to this process, we also ask that you commit to the full time of the inspection to ensure the school gets the maximum value out of your expertise.

Thanks for your continued work to build great schools, and we look forward to hearing from you! Please feel free to reach out if you have any questions.

Best,

<MD/AMD NAME>

Uncommon Schools

PREPARATORY EXCELLENCE NORTH ★ STAR COLLEGIATE TRUE NORTH LEADERSHIP

Uncommon Schools Inspection Protocol

Template Invite for Fellows

Dear <FELLOW NAME>

I am writing to invite you to serve on the inspection team for one of our schools for the 2011-2012 Uncommon Schools Inspection Process. This process was designed in 2006 to help our schools become the most academically rigorous and culturally inspiring places they can be. As one of our school leadership Fellows, this promises to be a valuable learning experience for you.

Are you available to join the team for the inspection of <SCHOOL NAME> in <CITY> on <DATE OF INSPECTION> from 7:00am – 6:30pm?

The inspection consists of a thorough observation of the school grounded in an initial analysis of school performance and student achievement data. During each inspection we will identify areas of strength and relative weakness, offer actionable feedback, and serve as thought partners in generating practical solutions with the school team for the greatest challenges. Your role in this inspection would primarily be in a learning and observation capacity. For more information, please refer to the one-page outline attached.

If you are available, I ask that you confirm as soon as possible so that we can finalize the school teams for the year. Someone from our team will then reach out to you with additional details, which will include: 1) the inspection protocol which contains a more detailed explanation of the day, 2) logistics for the day and 3) all pre-reading material for the inspection. Given the work that goes into the inspection and the openness of our schools to this process, we also ask that you commit to the full time of the inspection to ensure the school gets the maximum value from the inspection team.

The inspection process will be a great learning experience as part of the Fellowship. Please feel free to reach out if you have any questions.

Best wishes,
Jessica

Uncommon Schools Inspection Frequently Asked Questions for Fellows

- *What will I be able to observe when at the inspection?*
 1. While at the inspection, you should be able to see an in-depth look at the school. In the pre-reading you will review prior inspection reports, a Principal's self-reflection, and the Uncommon Report Card and Dashboard. During the day, you will observe an interview with the Principal and then proceed to observe classes. You will have an individualized observation schedule to follow. In addition, there will be interviews of key teaching and leadership staff that you will be able to observe. Following the day of observations and interviews, you will work with the team to debrief the day and generate the key positives and three "Big Rocks" which represent the three greatest challenges for the school. The school leadership team will then select two Big Rocks to do a "deep dive" into the issues with the inspection team. This allows the school to benefit from the varied experience and expertise that is compiled for the inspection to generate solutions. Please refer to the protocol for a sample schedule.
- *How much should I participate in the inspection?*
 1. Instructional Fellows will be asked to serve as the note-taker to capture the major output during the debrief and deep dive for the inspection report.
 2. The spirit behind inviting Fellows to the inspection is primarily targeted toward providing a deep learning experience for you to observe one of our schools with a team of experienced leaders and reflect with the team on these observations. As school teams open their schools and share honest reflections on what is and is not working, we ask that Fellows respect this openness.
 3. In the debrief, you should feel free to share the most relevant observations but should avoid commanding the majority of the conversation. If your observations have already been addressed with someone else's comment, you can feel free to pass.
 4. As a rule of thumb, Fellows will not be asked to give or share any feedback from the inspection team to the school team being inspected. In some cases where the inspection team decides to discuss more personal leadership challenges with the school leader(s), Fellows and other members of the team could be asked to leave the room briefly.
- *Who is at the inspection?*
 1. Each inspection will include one Managing Director or Senior Instructional Leader acting as Facilitator, the MD/AMD or Associate MD/AMD who manages the school, two current Principals, a Home Office or Operations Leader (COO, CFO, CEO, or Network COO/Veteran Operations Leader) and, in most cases, an Instructional Fellow. At some inspections there may also be a Home Office Director (participating as an observer) or an external subject matter expert (selected by the Executive team).
- *How will I know what to do at the inspection?*
 1. You will receive information in advance of the inspection that will outline pre-reading material and will include the schedule for the day. When you arrive in the morning, the Facilitator (MD/AMD or Senior Leader) leading the session will brief the team on any schedule changes.

Uncommon Schools

PREPARATORY EXCELLENCE NORTH ★ STAR COLLEGIATE TRUE NORTH LEADERSHIP

Uncommon Schools Inspection Protocol

- *Who runs the inspection?*
 1. Each inspection has a Facilitator (MD/AMD or Senior Leader) identified who is responsible for leading the day's process and facilitating the end of day debrief, feedback and Deep Dive session.
- *What if I can't stay for the full time?*
 1. Each inspection team member is expected to be at the school from 7:00 am to 6:30 pm. Any travel arrangements must allow for that arrival time and departure time. If necessary, hotel accommodations will be made. If you are unable to make the time commitment, you should decline the invitation out of respect for the school team as it is disruptive to have people

Optional Protocol Variation for Fully Grown Schools

For schools that have grown to their full size with no leadership changes, below is an optional variation on the protocol.

Managing Director and School Leader choose one focus for the inspection team. The school leader completes the self reflection and the answers to question 7 determine the schedule and day. The interviews and school schedule are tailored to allow inspection team members to engage more deeply with the specific issue raised. The protocol would be adapted as follows:

Team Debrief Session

After the academic school day ends, the visit team should move directly into the team debrief session. During the session, the Note Taker (either Instructional Fellow or Home Office Director) will focus on taking detailed raw notes (transcript-style) that can be easily reduced to talking points after the session. Another team member should be designated as the “timekeeper” to help keep the group running on-schedule. The Facilitator will lead the group through the discussion process and keep everyone moving.

The team debrief session should be scheduled for 80 minutes.

Agenda for Session	Time
1) Each inspector should begin by independently reviewing his/her observation and interview notes and identifying the key areas he/she would recommend for deeper discussion.	10 min
2) Each team member should share (in round robin fashion) Quick Hits for improvement. Inspection team members will share in the priority of importance. When making points, individuals should try to keep “supporting evidence” succinct and limited, but can add details necessary for explaining their recommendation.	20 min
3) Generate a list of accolades and finalize the list of Quick Hits (maximum 8).	15 min
4) Once all points have been identified, the conversation should focus on citing supporting evidence responding to the area of focus chosen by the school leader. <ul style="list-style-type: none"> ▪ In areas of disagreement, inspectors should defend why a particular point is critical. When doing this, the group should consider the following questions: <ul style="list-style-type: none"> ▪ Have we addressed the questions or concerns raised by the Principal at the beginning of the day? ▪ Have we confirmed/disproved our initial hypotheses and answered our critical questions from the beginning of the day? ▪ How does our feedback correspond to the school’s written self-evaluation? The answer to this question may help frame the overall comments as well as yield another potential point of feedback ▪ Do our comments connect back to school performance and student achievement results? 	30 min
5) The Facilitator should generate talking points for the Feedback/Deep Dive session.	5 min

Verbal Feedback Session

The Feedback Session is intended to provide a brief overview of the inspection excluding the major area of focus.

- Begin by highlighting the school’s strengths (“Accolades”). This should take approximately five minutes and no more than 15 minutes.

- Following the overview of the strengths, describe the secondary areas of improvements identified by the inspection team as “Quick Hits,” small recommendations that are easily mentioned and could make an impact at the school. This should be only three minutes long but can be as long as ten.

Note: The total time for Accolades and Quick Hits should be 15 minutes.

Summary:

Feedback Session Agenda Item	Allotment
Highlight school’s strengths	5
Describe Quick Hits	10

Deep Dive Session

After the verbal feedback session, the inspection and school leadership teams will begin to drill into the major area identified by the Principal for improvement. The purpose of this session is to move beyond surface recommendations and use the experience of the team to develop concrete solutions for the specific issue. The Facilitator will continue to facilitate this session with the Instructional Leadership Fellow or Home Office Director responsible for documenting the major ideas and final conclusions/action items.

- The Results Meeting Protocol should be followed strictly with regard to the order of the content.
 - 10 minutes – School leadership team identifies what strategies it has already implemented to address the problem.
 - 10 minutes – School leadership and inspection teams identify challenges facing the school with regard to the problem.
 - 30 minutes – School leadership and inspection teams brainstorm possible solutions. (Here it is important to note that each participant has only approximately 30 seconds to share one idea before the group moves on to the next person. Participants should refrain from questioning or commenting on the ideas.)
 - 30 minutes – School leadership and inspection teams choose solutions that would be most valuable, having the greatest and most immediate impact on student achievement, and that it intends to implement within the next seven months. The inspection team will be asked to indicate the areas it feels are highest leverage.
- The facilitator needs to diligently keep the group on task. If the group goes over time in one area, they must make up the time elsewhere.
- Network COOs will be tasked with driving the leadership team within a week of the inspection to do more detailed reflection and specific action planning based on the solutions chosen. Many schools choose to schedule a day long retreat in advance to do so.

Summary:

Deep Dive Agenda Item	Allotment
<i>Identify Prior Attempts:</i> School leadership team identifies what strategies it has already implemented to address the problem	10
<i>Identify Challenges:</i> School leadership and inspection teams identify challenges facing the school with regard to the problem	10
<i>Brainstorm Solutions:</i> School leadership team and inspection teams brainstorm possible solutions and discuss evidence	60
<i>Choose Solutions:</i> The School leadership team chooses three solutions they want to flesh out further. The inspection team gives input on the solutions that would be most valuable, having the greatest and most immediate impact on student achievement, and that it intends to implement within next seven months.	60

Uncommon Schools

PREPARATORY EXCELLENCE NORTH STAR COLLEGIATE TRUE NORTH LEADERSHIP

Balanced Scorecard and Strategic Plan 2010-11

Our Mission: Uncommon Schools starts and manages outstanding urban charter public schools that close the academic and college achievement gaps.

Our Vision: By 2015, Uncommon Schools will graduate more than 75% of our alums from college, close the achievement gap in every subject in every grade in every one of our schools, serve our more than 10,000 students on public funding (putting us in the top 5% of school system size nationally), and develop people and systems that will sustain our success and drive significant student achievement in other public school systems.

	Strategic Objectives	Measures	Target	Uncommon Actuals	MA Actuals	NJ Actuals	NYC Actuals	Upstate Actuals
Social Impact	Start and manage schools that close the academic and college achievement gaps at scale	1) % 8 th grade graduates w/ 4-year college degrees						
		2) % 8 th grade graduates graduated/enrolled in 4-yr colleges						
		3) % 8 th grade graduates graduated HS in 5 yrs						
		4) Average SAT reading and math scores						
5) % 5-8 state ELA/math exams in which we close the gap (no 1 st yr cohorts)								
6) % K-2 reading/math exams in which we rank in top quartile nationally								
7) Low-income enrollment								
8) Student persistence								
9) Student Enrollment								
	Strengthen other school systems by sharing tools/systems	10) TBD						
	Improve public education by influencing policy	11) Average # of parents who attend 3 most critical events						
Financial Sustainability	Ensure financial health and sustainability on public funding at scale	12) % geographies on track w/ operating & capital fundraising						
		13) % HO budget covered by management fees						
		14) % schools meeting financial sustainability goals						
		15) % financial covenants met						

	Strategic Objectives	Measures	Target	Uncommon Actuals	MA Actuals	NJ Actuals	NYC Actuals	Upstate Actuals
People & Systems	Recruit and retain a smart, determined, mission-driven, diverse, self-reflective team	16) % last year's hires proficient by 3/1						
		17) % hires who are Black or Latino						
		18) % leaders hired 6-12 mos in advance						
		19) % staff satisfied						
		20) % of staff who rate workload sustainable						
		21) % staff persisted						
	Develop great teachers and instructional leaders who deliver rigorous and joyful instruction and create strong school culture	22) % teachers proficient						
		23) % instructional leaders proficient						
	Develop ops teams that build and implement systems that use resources efficiently and maximize student learning	24) % ops leaders proficient						
		25) % HO services proficient						
		26) % schools satisfied with services						

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Uncommon Schools (Uncommon) – CSP Budget Narrative

Overall Planning and Implementation

Uncommon Schools will spend \$4,265,000 of CSP funding on school-based expenditures directly related to the Project Plan outlined in the Narrative. Carolyn Hack, Chief Financial Officer, will closely manage the project, with direct support from the Public Grants Manager.

Personnel

Salaries: Uncommon will provide seven new campuses with CSP funding for Fellowship personnel expenditures totaling **\$729,400** during their planning year.

Uncommon's Leadership Fellowship is outlined in **Activity 1.1.1, 1.1.2** in the CSP Project Plan. The Leadership Fellowship Program was created to strategically identify, develop, and support school leaders across the organization. The Fellowship Program is one aspect of a longer-term vision to develop, support and retain talent as Uncommon continues to grow. Throughout the planning year, Fellows build the roadmap for their future schools in collaboration with the network Managing Director, the network COO, and the Uncommon Home Office.

This work will include (but is not limited to) the development of:

- Assessments
- Academic Policies and Systems
- Curriculum
- Character Education
- Cultural Blueprints
- Instructional Guidelines
- Scheduling
- Other programming, e.g. Professional Development, Afterschool Programs
- Recruitment Strategies, Needs, and Logistics
- Family Involvement Plan
- Operational Blueprint (development of systems and routines)
- Registration for Services (food, transportation, nursing, security, etc.)
- Student Recruitment & Lottery
- Uniform Ordering
- Purchasing Equipment
- Facility Management (securing a facility, managing any renovations)
- HR Certification & Personnel Management

Fringe Benefits: In addition, CSP funding will support **\$145,600** in employee benefits during the planning years of these schools.

Other Services

Over the course of the CSP funding contract, \$560,000 will be allocated to the campuses for key services essential to school expansion and replication.

Marketing and Advertisement: The school will use these funds for marketing, advertising and consulting. This cost is associated with informing the community about the school and will allow the school to extend its outreach beyond volunteers and current staff word-of-mouth. The school will use the funds for radio, TV and newspaper advertising. CPS funding will also pay for printing services for marketing materials.

Installation of technology: The school will use funds to pay for the one-time installation costs (not covered by Erate funding) of the school's technology hardware (such as configuring of computers and servers).

Professional Development (Outlined in Project Plan Activity 2.1.1 & 2.1.2): Expenditures in this category will *supplement* funds already allocated to professional development in the school's approved budget for teachers and administrators to visit other high-performing schools to observe best practices and to attend professional conferences.

Assessments (Outlined in Project Plan Activity 1.2.1 & 2.1.3): Uncommon proposes expenditures that will allow the schools to refine their methods for measuring and demonstrating academic performance. The CSP funds will be used to:

- Purchase assessment services beyond what is typically required of a charter school including the research, selection and purchase of external standardized assessments and the design of interim assessments which align with Massachusetts/New Jersey frameworks and internal accountability and curricular standards;
- Purchase assessment services to support the administration of exams and to develop supporting systems that are required for the sound implementation of school assessments;
- Outsource the scoring of all assessment exams to ensure maximum objectivity; and
- Invest in teacher training in standards-driven instruction and data-driven curriculum design.

Accountability and Evaluation: (Outlined in Project Plan Activity 1.1.1 & 1.3.2): Proposed expenditures in this category will be used to develop systems that help build an effective school and meet the needs articulated previously through:

- Designing systems to evaluate progress towards each set of standards including the development of:
 - 1) A template or other user-friendly means of recording progress;
 - 2) School-wide routines to facilitate evaluation of family surveys, periodic reports, etc.;
 - 3) Strategies for converting data (particularly student performance/behavior data) into action steps;
 - 4) Department/grade-wide recommendations to address weaknesses exposed by research or evaluation;
 - 5) Documentation of department/grade-wide best-practices revealed by research or evaluation; and
 - 6) Individualized benchmarks to improve individual teaching.

Supplies and Materials

Uncommon will allocate campuses \$2,798,000 in CSP funds to enhance classroom technology and to purchase instructional materials that support rigorous academic programs.

Curriculum and Instruction Materials: (Outlined in **Project Plan Activity 1.2.1**): Expenditures in this category will equip the new schools with the resources necessary to run the highest quality academic programs. The following supplies and materials will be purchased with CSP funding:

- Banners with motivational messages to reinforce the school's expectations and demands for a scholarly culture;
- Letterhead and brochures to reflect the school's professional and rigorous tone. This cost is associated with informing the community about the school and reporting school progress;
- A portion of general office supplies consumed in implementing the school program such as printing, postage, paper, pens, etc;
- A portion of general instructional supplies consumed in implementing the school program such as pencils, glue, paper, scissors, paint, markers, drawing paper, etc;
- Character Development merit rewards items and supplies for our "Merit Reward Center", to give students rewards to aspire to;
- Re-usable materials including a wide range of instructional tools such as microscopes, graphing calculators, science-lab supplies, curricular games, maps, charts, supplemental arts and physical education equipment, black-boards with coordinate graphs, etc.;
- Book expenses associated with the costs of building an initial robust library collection to nurture a love of literature, as well as additional take home reading materials for enhanced reading practice;
- Technical equipment such as wireless internet, teleconferencing equipment, and televisions to facilitate learning beyond the walls of the classroom and instructional equipment such as overheads, LCD projectors, printers, video cameras, etc. to facilitate the delivery of a high quality instructional program and record best practices of master teachers during visits to other schools;
- Enhancements of the functional specifications of staff and student computers (e.g. memory, fast processing systems, additional hard drive space and wireless capability);
- High-quality professional furniture for teachers (desk, tables, storage cabinets, chairs, etc. to establish a professional school culture;
- Incremental costs to upgrade to higher-quality furniture for students. This is a portion of the budget based on per student costs to outfit a classroom (new desks, comfortable chairs, lockable filing cabinets, work tables, etc.), which contribute to establishing a professional school culture; and
- College guides, SAT Prep materials, tutoring software and travel vouchers for college visits.

Travel Expenses

CSP funding will pay for approximately \$32,000 for professional development travel.

Professional Development: (Outlined in **Project Plan Activity 2.2.2**): Expenditures in this category will also *supplement* funds already allocated to professional development in the school's approved budget for teachers and administrators to visit other high-performing schools to observe best practices and to attend professional conferences.

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Uncommon Schools
Applicant's DUNS Name:	0102674160000
Federal Program:	Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality
CFDA Number:	84.282

- Has the applicant ever received a grant or contract from the Federal government?

Yes No
- Is the applicant a faith-based organization?

Yes No
- Is the applicant a secular organization?

Yes No
- Does the applicant have 501(c)(3) status?

Yes No
- Is the applicant a local affiliate of a national organization?

Yes No
- How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100
- What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.